

Educational Supplement

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PERSONAL COLUMN

So many people have asked me "But what does it actually mean?" in the few weeks since the famous ILEA exam "league table" has been published in the London Standard. "All those numbers..."

This was the table of results, adjusted to take account of intake, which I described in the first column I wrote on this page last September. I argued at the time that now we had an assessment of results that was "fair", it should be released to parents. At County Hall, I asked that schools subcommittee should discuss the matter. After months of stalling, a "review committee" was proposed to consider it, with a distinguished former CEO nominated to chair it.



ANNE SOFER

Scores to settle

'Suddenly the table was in the Standard. And nobody knew how on earth to read the figures.'

worst, even when background factors are taken into account.

The ILEA has devised a useful measure called a "performance score". This has been around for some years. It is an average score around for some years. It is an average score around for some years. It is an average score around for some years.

O level	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
CSE	7	6	5	4	3	2	1	0																		
POINTS																										

The average performance score for the year 1985-86 was 15.9. In other words, the average score for the year 1985-86 was 15.9.

From a document I have received, I note that for a particular year the highest performance score for an individual school is 37.8 and the lowest is 3.6. Eyebrows shoot up at that: don't all ILEA schools take a similar score?

account of intake. Many analyses have shown the ILEA Research and Statistics Branch that three factors seem to have the greatest co-relation to exam performance: the proportion of "Band 1" pupils, the proportion of children taking free school meals, and sex. (Girls do better.)

The next stage in the exercise is to put all the schools in order of deprivation according to those three criteria, each given a particular weighting. They are each then allocated a "predicted" performance score; that is, what their performance score would have been if it had been determined by those three factors and nothing else. The highest predicted score for the year 1 have figures for was 28.2, and the lowest 6.2.

The pluses and minuses which everybody read on the Standard's table represent the difference between the "predicted" (a mere range from 6.2 to 28.2) and the actual. In the range of 16.7 points - that is, the equivalent of four and a bit CSE grade 2's, or three and something O level grade C's, or indeed two O level grade A's with a bit to spare - the difference between the predicted and actual scores is not large. ILEA child entering one secondary school could achieve an extra three O' levels compared to an exactly

equivalent child entering another ILEA secondary school. But the ILEA statisticians say that the figures are too hypothetical to bear that construction - so I do not say it (although I do not understand why not).

There are fascinating things about the list. Commentators have already picked up that many schools at the top are small church schools. There are also a fair number of small church schools at the bottom: the former secondary moderns. This suggests that it is tradition and expectations, rather than size or religiosity that is the key here.

Of those schools at the bottom a majority are schools whose predicted score is higher than the average - that is, they have a relatively undeprived intake. Many of them are highly popular. Complacency seems to be the problem here. A striking majority of this group are also situated in the "nicer" areas of south-east London.

On the other hand, those schools at the top which do not fall into the former grammar school category seem to be disproportionately from the wretcheder areas of north-east London - some of them, I know anecdotally, with a high proportion of ethnic minority pupils. There must surely be a lesson for us all from these.

I can see potential embarrassment to HMI from the list. One school which they have recently inspected and stated comes high on the list, another which they commented highly comes low...

The only thing one can say to that is "Well, exams aren't everything..." And nor are they. Quite, Yet.

NEXT WEEK

Local election preview
What are the prospects after the vote in the boroughs?
Richer science
Report on Bromley's science and technology enrichment classes for the top 15 per cent
EXTRA: English

Staff unpaid 5 months as Islamic school's debts mount

by Bert Lodge

Teachers at an Islamic school in London have been working unpaid since before Christmas because it owes £20,000.

These claims emerged at a public meeting called in Newham last week to press the local education authority to support the opening of more Islamic schools there.

The meeting was told that the independent London School of Islamics and 34 pupils on roll compared with 50 when it opened in 1981. Its head, Mr A. Al-Oskaidi, explained that the debt was to benefactors who had loaned the building without payment for the first three years. Support expected from abroad had not been forthcoming and an application for help from the Labour-controlled Newham Council had been refused.

Several speakers also blamed lack of support among local Muslims.

Mr Abdul Rahman, a teacher of computer studies at the school in Romford Road, said: "We have not been paid since last December. We are not being supported by the community financially, materially nor from the point of view of overall general support. The only way I can spend two weeks a week at the school fulfilling what I think is a vital necessity for the Muslim children in this area is by working at three other places."

The meeting, attended by over 100 people, resolved to set up a Newham Muslim education committee to investigate the situation of the existing school. It endorsed resolutions passed

at an earlier meeting calling on all political parties to support the right to voluntary aided schools, provided in the 1944 Act, and for Newham to back the opening of two single-sex voluntary aided secondary schools for Muslim children.

This was despite Newham Council policy, set out in a letter to Mr Al-Oskaidi from Mr Andrew Lockhart, acting director of education, opposing the creation of any new voluntary schools.

"It seems the council of this borough has made a decision to disregard the law of this country," Mr Yusuf Islam, formerly Cat Stevens, told the meeting. "Elections are coming and politicians must be made to state what they will be prepared to do for Muslims in the future."

Mr Islam, who chaired the meeting, is leader of a successful campaign in Brent to get council backing for a Muslim voluntary aided school. He thought the local Islamic school had been a response in 1981 to an emergency but possibly not accompanied by sufficient consultation nor guaranteed finance.

Formal proposals for the independent status of the Islamic primary school, Brent, to be changed to voluntary aided were published last Friday. In accordance with section 13 of the 1944 Act, objections now have two months in which to make their views known to the Secretary of State.

Training not on the cards in reshuffle

by Biddy Passmore and Mark Jackson

Mr Thatcher will not set up a new Department of Education and Training, Lord Young, the Employment Secretary, said this week.

"You can take it from me," he told the TES on Tuesday, "There is not going to be a Department of Education and Training. It isn't going to happen."

Lord Young also said he had "no territorial ambitions" to take on the post of Education Secretary, which - it now seems inevitable - will be vacated by Sir Keith Joseph sooner rather than later.

All week, there has been mounting speculation that Mrs Thatcher will carry out a limited Cabinet reshuffle in May arising from the removal of her Education Secretary.

Significantly, the reports have not been denied by 10 Downing Street. The Prime Minister is thought to have been convinced by pressure from backbenchers and Cabinet colleagues, notably party chairman Mr Norman Tebbit, that Sir Keith is an electoral liability and that a new broom is needed at the Department of Education and Science soon.

There is also widespread concern within the Tory Party at the effect on morale of the current crop of rumours, with left- and right-wingers lobbying for their favourite candidates.

Sir Keith himself, when questioned at a by-election meeting in Ryedale, denied that the uncertainty of his position was creating problems. Asked about his immediate future, he replied: "You must put that question to the lady."



POUNDSWICK HIGH SCHOOL
NUMBER OF LESSONS LOST SINCE SEPTEMBER THROU GH CITY COUNCIL'S OBSTINACY ► **31,989**

Counting the lost: the number on the blackboard outside the gates of Poundswick High School, Manchester, which keeps a tally of lessons missed, rises by 18 every 35 minutes of the school day except breaks.

The register started last September and 18 members of the National Association of Schoolmasters/Union of Women Teachers are still on strike. Other schools throughout the city are also having lessons disrupted as the NAS/UTW organizes sympathy strikes in the dispute which began when the local education authority told the school it must take back five pupils expelled for allegedly writing obscene graffiti.

A big protest march and rally takes place in Manchester on Sunday and challenges are being made to the authority's stand in two wards in Thursday's elections.

Meanwhile, fifth-year pupils have started taking exams under the invigilation of education officers.

The Associated Lancashire Schools Examining Board, the local CSE body, will consider requests for the Poundswick troubles to be taken into account within its existing review procedures.

Education preview - pages 10-11

Labour l.e.a.s face strike as talks fail

by Richard Garner and Hillary Wilce

Labour leaders of the employers' panel may find their authorities targeted for selective strikes following the breakdown of talks between them and the National Union of Teachers this week.

Two days of intensive discussions ended in failure on Wednesday lunchtime after the employers' team - led by Mrs Nicky Harrison - said it could not agree in principle with the NUT to make a payment on account to teachers while both sides awaited the outcome of discussions on both pay and conditions at Acas.

If they had done so the NUT had been willing to review - and possibly call off - its sanctions in schools. But following Wednesday's collapse of the talks, the union said it would ballot teachers in about 20 selected l.e.a.s on strike action. These would include those of senior Labour members at the pay talks - Haringey, Mrs Harrison's home, and Wakefield, the home of deputy employers' leader Mr John Peerman.

The only chance of avoiding strike action, would be if a meeting of the Burnham pay negotiating body - which will be held next Friday following a requisition order made by the NUT - agrees to a payment on account. The management panel will review the situation today.

Meanwhile, a Gallup poll of more than 1,000 students and sixth-formers has shown that four out of five final-year undergraduates think teaching is poorly paid, compared with other professions.

Yet their expectations of pay levels are optimistic. Average expectations of what they would earn on starting teaching were £1,000 higher than the £6,700 they would actually earn. After five years, they expected to earn almost £3,000 more than the £7,800 average salary they were likely to earn.

More than three out of five final-year undergraduates and nearly 80 per cent of sixth-formers think the present pay dispute has put people off teaching.

Most students think that Government policy discriminates against teachers and promotion prospects in the profession are poor.

The national survey was carried out this spring for the National Association of Schoolmasters/Union of Women Teachers.

The survey questioned 419 undergraduates from universities and polytechnics, 102 students in their final year of initial or postgraduate teacher training, and 333 A level students from both public and private schools.

A dismal and disturbing picture of university academic life was revealed in a study by management consultants published yesterday.

The research, by PA Personnel Services, was commissioned by vice-chancellors and university teachers. It found that the average age of an academic in 1990-91 will be 49 years compared with 39 in 1980-81.

The salary of bright academics aged 32 would be 63 per cent below that of their industrial counterparts - THES.

The year of the dispute - page 5

NOTICEBOARD

PEOPLE...

Mr Nicholas Brown, head of Painsford School, Hertfordshire, to be head of Dover College Junior School, Folkestone, on the retirement of Mr Richard Rotherham.

Miss Janet Rutherford, head of Painsford School, Hertfordshire, to be head of Humberby Hall School, Flay, North Yorkshire from September in succession to Miss Joan Jefferson, who becomes head of St Sylvester's School, Winchester.

Mr Terry Dix to be head of the new school resulting from the amalgamation of Spencer Park boys' school and Wandsworth boys' school in September.

Ms Bridget Beattie has been appointed head of the new school resulting from the amalgamation of Gerrard Green secondary girls' school in Tooling and Mayfield secondary girls' school in Putney. She was formerly an advisory teacher at Sherbrooke Teachers' Centre, Fulham.

Mr Doug Trickett, deputy director and chief inspector for the London Borough of Merton, to be director of education for Hounslow Council from July.

CONFERENCES...

May 10
Educational resources in an urban area - a one-day conference organized by the National Association for Environmental Education at the Marlborough School, Basingstoke. Details from Mrs J. Palmer, National Conferences Officer, Marlborough School, Basingstoke, Centre, 225 Basingstoke Road, Basingstoke, Hants RG24 7JL.

EVENTS...

May 16
Open Learning Federation 4th national conference and exhibition at Portsmouth. Fee £12 members (£18 non-members). Details from Keith Rogers, Portsmouth College of Art and Design, Winston Churchill Avenue, Portsmouth, Hants.

June 7
GAMMA, the Gender and Mathematics Association (formerly the Girls and Mathematics Association), conference on Gender Initiatives and regional networks at the University of Nottingham. Details from Marion Kimberley, Department of Mathematical Sciences, Goldsmiths' College, New Cross, London SE14 6NW.

May 12
Teaching Islamic civilisations - a Malaysian Perspective - a public lecture by Professor Ungku Aziz, vice-chancellor of the University of Malaya at 5 pm at the School of Oriental and African Studies, London WC1.

May 12
South-east London branch of the National Association for Primary Education - inaugural meeting at 4.45 pm to be addressed by John Cox, national chairman of NAEPE, and Harry Pickrose at Avery Hill Campus, Thames Polytechnic, Bexley Road, London SE9 2PQ. Details from Robert Young, head of primary division, Thames Polytechnic, Telephone 01-850 0081.

May 13-June 12
Manufacturing Britain's Future - a series of seminars and exhibitions. Details from the British Society for Research on Sex Education, 100 Victoria Road, London W14 7JL.

LECTURES...

Lecture tour by Sir Alan Vasey, president of the Institution of Production Engineers, to encourage young people to take up careers in manufacturing industry. The lectures will be given at Brunel University (May 13), the universities of Strathclyde (June 4), Birmingham (June 10), Nottingham (June 11) and UMIST (June 12). Admission by free ticket from the Education Department, Institution of Production Engineers, Rochester House, 66 Little Ealing Lane, London W5 4XL. Telephone 01-579 9411.

May 19
Royal Society lecture for the public on "The new materials" by Dr A. Kelly, Vice-Chancellor of the University of Surrey, at 6 Carlton House Terrace, London SW1. Details from Miss Christine Johnson, telephone 01-839 5561.

June 26
Education for sexual health - British Society for Research on Sex Education workshop at BMA House, London WC1, with sessions on cervical cancer, AIDS, contraception and sexually transmitted diseases. Fee £2 members, £12 non-members. Dr Numbers limited. Details from John Stetchley, BLA/Catton, Health and Medical Square, BMA House, London WC1P.

TEACHER FELLOWSHIPS

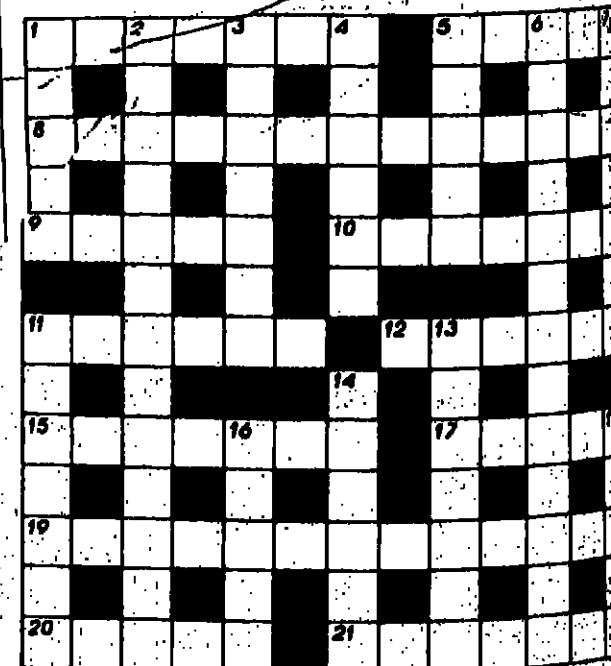
The University of Durham is planning to introduce a scheme in 1987 to enable black South African teachers of English to study on the university's one-year Masters Course in Applied Linguistics (with special reference to the teaching of English as a foreign language), in order to help improve the standard of teaching of English in South Africa. Recruitment will be organized by the British Council.

PUBLICATIONS...

Opportunities for All - Educational Studies contains reports of research studies carried out by the ILEA. Three of the studies provided information for the Education Committee and the fourth is a series of pupils attending special schools. It costs £5 and is available from the Information Section, ILEA Research and Statistics Branch, Addington Street, Avenue, County Hall, London SE1 7JL.

Under-ives - The second edition of Co-ordinate, a new quarterly newsletter for those concerned with under-ives and their families published by VOLCUP, the Voluntary Organisations Liaison Council for Under-ives, is now available free to VOLCUP members or on £10 subscription from the Thomas Coram Foundation, 40 Brunelway, London WC1N 1AZ.

No 251 CROSSWORD by Keith



Across
1. He breaks into a politician's address (7)
2. Very happy writing (7)
3. Fitting comment - a holy makes (13)
4. First class railway train, in southern country (5)
5. Dime novel (7)
6. Undertakes literary efforts (6)
7. Mother's returned a kitchen utensil - it's rank (6)
8. Not altogether true (7)
9. A sort of a sort of (5)
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THIS WEEK

COMMENTARY
SCHOOL TO WORK
OVERSEAS NEWS
LETTERS
NATURES
PARTS
RESOURCES/SOFTWARE
MEDIA
PERSONAL COLUMN
DESKLAND
CLASSIFIED

DESKLAND

Blueprint for integration
Platform page 4
Independent rolls
rise again page 5
page 26

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Blueprint for integration
Platform page 4
Independent rolls
rise again page 5
page 26

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Blueprint for integration
Platform page 4
Independent rolls
rise again page 5
page 26

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Platform page 4
Independent rolls
rise again page 5
page 26

Twilight of Sir Keith

Speculation about the future of Sir Keith Joseph and who might succeed him when Mrs Thatcher decides on her next reshuffle has reached the absurd point when scarcely a day goes by without some circumstantial account of who is going to get the poisoned chalice and why.

The fact is that Mrs Thatcher has not yet made up her mind and will be careful to keep her options open to the last minute. Sir Keith has become a lame duck, mainly because his decision not to stand at the next general election has been used by the press and politicians to destabilize him with frenetic lobbying on behalf of potential successors. In the latest bout, Number 10 has been conspicuously reluctant to scotch rumours of an early change at the DES, and this must now be a likely occurrence.

If there is to be a new incumbent at Elizabeth House it will not be – as some editorial comment has suggested – because Sir Keith has run out of steam or lost his radical nerve. There have been suggestions that what Mrs Thatcher wants is a new set of radical policies – embracing every right-wing novelty from vouchers to direct grant primary schools. But nothing could be worse. True, a new Secretary of State will have to put his or her pennyworth into the manifesto and show that the momentum which Sir Keith has created can be kept up. But the fact of the matter is that Sir Keith has pushed ahead with policy on all fronts – on too many fronts, perhaps – and the initial drive having been made, what is now needed is a serious and long-term attempt to follow through. Ministers who are just obsessed with launching new policies have little to offer at the DES at the moment. What is needed is someone with the stamina and persuasive powers to bring the existing policies through to fulfilment.

All this, you may say, sounds suspiciously like the education service's perennial plea to be left in peace. But this would be a mistaken reading of the situation. The fact of the Secretary of State's role which proved wholly beyond Sir Keith's histrionic powers was that of charismatic leader and acceptable presenter of unwelcome news.

It is of course, quite unfair to blame all this on Sir Keith. Nobody, in his place, could have made the Government's pay policy acceptable to the teachers. As has happened before, a long drawn-out quarrel about pay has soured relations in everything else. And because Sir Keith has been unusually industrious and ingenious, he has had more to lose from this cold climate with the unions than a lazier, more conventional minister might have done.

Similarly, Sir Keith's relations with the local authorities have been ruined by the Government's collective efforts to bring local authorities to heel. Sir Keith has certainly been right behind these restrictive policies, but he cannot have been anything but disappointed at what they have done to the by now extremely tenuous nature of "partnership".

For notwithstanding occasional brave talk about the Government's willingness to go it alone, most of Sir Keith's initiatives – on the curriculum and examinations; on teacher training; on teacher appraisal; on school management – depend on the active co-operation of the L.E.A.s and the teachers.

It cannot be taken for granted that a new Secretary of State will mean any change of direction, or any more money with which to settle the teachers' dispute. But there is no way of settling the teachers' pay and contract within the sums so far mentioned and only a fool or a masochist would take on the education portfolio without some indication that the

Cabinet understands this.

Among the names now being canvassed are those of two existing Cabinet ministers (Mr Kenneth Clarke and Mr Kenneth Baker) the Chief Whip, Mr John Wakeham, and Mr Geoffrey Pattie (whose "turn" it is for promotion) besides the egregious Dr Rhodes Boyson and the present Minister of State, Mr Chris Patten. It is difficult to believe this speculation does much good to any of those whose names are bandied about, and it probably harms the best candidate, Mr Patten, most of all. What is clear is that if it is a minister from outside the DES, he/she will need the usual six months or so to learn the ropes and this will take us well into the pre-election period.

The political correspondents have continued to report that there is to be a re-division of departmental responsibilities, bringing education and training together, but earlier this week this was categorically denied by Lord Young, who should know.

What is clear is that the Conservatives must come up with a coherent plan for 14-19 before the next election for implementation early in the new Parliament. This must include legislation which takes practical account of the fact that "ordinary" employment for young people under 18 is, to all intents and purposes, finished and re-shape our education and training arrangements accordingly. Whether or not Mrs Thatcher decides to unify the education and training departments now, she certainly needs to get ministers working on the legislation and the framework of organization well before the next election. This would be a major task which might help to absorb some of the energies of Sir Keith's successor. It would have the added virtue of giving the Secretary of State something real and worthwhile to do rather than indulge in privatizing fantasies.

COMMENT

Boys and building

The 1.2 per cent increase in the number of pupils at independent schools in 1985 (page 5) may mark the biggest boost in the private school population for five years – but it certainly does not show a headlong flight from the maintained sector in a desperately troubled year.

Next year's figures may tell a different story, but on these figures the private sector is buoyant and comfortable, rather than rapidly expanding. Only the infant end of the range, where many new places have been opened in recent years and there has been energetic marketing and a rising birthrate, shows a bigger gain, with an increase of 5 per cent.

The Independent Schools Information Service's figures do, however, show up one ever-widening gap between the two sectors. Last year, ISIS schools, attended by just 7 per cent of all pupils, spent £106.7 million on new and improved buildings and equipment. At more than £250 a pupil, this is eight and a half times as much per head as the local authorities spent on capital expenditure for the maintained schools.

This week David Woodhead, the director of ISIS, was rightly wringing his hands about this gap in capital spending. Even with the assisted places scheme – now benefiting 5.5 per cent of their total intake – the independent schools are only taking 6.5 per cent of the school population. Sir Keith Joseph has told us that good education can take place in "crummy" schools – but clearly governors, teachers and parents in the independent sector do not believe it, any more than people in the maintained sector.

Woodhead talks vaguely of the need for "partnership" between the two sectors. At the moment, the one thing that the independent sector offers to the other 93.5 per cent of the school population is a very real and tangible

difference. It is a difference which is directed appropriately for fee-paying parents. ISIS does a public service in meticulously providing the data for comparisons every year.

Less than half the money spent on independent school building went on improving existing facilities; some £63.7 million was spent on buildings and equipment for extra pupils to push up the private share in future years.

Lessons for the police

The relationship between police and schools is too important an issue to be abandoned to the kick-about phase of election campaigns.

Of course children should be encouraged to be positive about the police and – in their own interests as much as anything else – to see the point of cooperation with the forces of law and order. Of course the handling of headline teachers who seek to polarize opinion in schools on the strength of the aggressive behaviour of a handful of police officers is doing the police, pupils and local communities a grave disservice.

But, equally, the emissaries of the police force who seek to take their materials into schools without proper consultation with teachers, and without troubling overmuch to learn the best way of going about putting their message across, are not helping too much either to get their partnership with schools on to a proper footing.

This week's booklet on liaison (page 8), a joint report by the Association of Chief Police Officers and the Society of Education Officers, says all the right things and was given the obligatory teacher-bashing send-off (this being, ILEA-election time) by Home Office ministers Mr Douglas Hurd and Mr Giles Shaw as well as Mr Chris Patten.

But, as ILEA's education officer Dr



comments have yet again muddled the distinction between police officers who come into schools as law enforcers, and those who seek an educational role for which they are less obviously fitted.

Though much play has been made, in the out of Parliament, of the list of 22 London schools claimed by the Metropolitan Police to bar admission to all officers, it is now made plain that the wider voices of the Hackney Teachers' Association have not prevailed.

ILEA schools do not prevent the police from making law enforcement visits; even the schools on the list of shame frequently have cordial relationships with their local officers on the beat. A point they legitimately make concerns the unsuitable materials that the police bring into school in their insensitive pursuit of better community relations. Well-intentioned, often unconsciously sexist or racist, sometimes plain bad.

An appendix to the liaison booklet crystallizes the problem. A survey of current police practices by ACPO has found that few police forces in England and Wales had drawn up their aims and objectives for police-school links in consultation with heads and other teachers; only half provided any sort of training for school liaison officers (and then it might vary from one to 12 days); topics were usually

from lists compiled jointly by police and teachers.

It has long been evident, in fact, that if police and teachers are to get together constructively, suitable education and training for the policemen and women involved is an essential part of the process of improving relationships.

It is a great pity that L.E.A.s and local police forces have not treated the matter as urgent. In ILEA in particular, it would be the most helpful way out of the uneasy confrontation which still exists, whether or not it is as absolute as sometimes made out.

The ACPO/SEO booklet provides good practice guidelines on cooperation. The most useful way forward would be to take it from there.

no comment

"An advertisement placed by a neighbouring local authority invites applications for 'street cleaners' jobs. THE SALARY OFFERED IS £6,240 A YEAR."

"On the same page appears a scale one English teachers job advertised as being available. THE SALARY OFFERED IS £5,706 A YEAR." From *Convey and Haddleigh District* NEWS 18 1986.

Second opinion Performance appraisal DIY way

One of the miscellaneous provisions of the Education Bill now going to Parliament is for the appraisal of teachers' performance.

The trouble with systems of appraisal is that they inevitably involve the task being performed, demands of "fairness" and "justice" mean that people who know the grounds on which they are being appraised "Criteria" have to cover every circumstance they can be very general.

However, in any walk of life, perhaps especially in teaching, are individuals who are recognized as being outstandingly good who fall against some of the more criteria.

Professionalism can mean a lot of things – but it must include individual's duty to judge how well he or she is performing. Remove personal responsibility and you remove performance. Many people believe that you can set minimal rules and criteria without affecting performance above that level. The truth is otherwise. The intrusion of external judgment inhibits individual initiative. When you have a rule, people make it.

It is improvement we want – appraisal for its own sake. Improvement is more promisingly done by managerial than disciplinary means. The person responsible for management in a school is the head. What he has to do is to make the best of the staff he has and those he is able to appoint. He has to use their strengths, compensate for their weaknesses and help them individually to improve their professional quality. He knows the people perform differently in different circumstances, so he tries to arrange circumstances in the school so that staff perform as well as possible. General criteria are of no use to him. Imposed from outside, they can only be distracting and demoralizing.

If schools are to avoid this burden, they must clearly find ways to secure professional improvement. They can start by recognizing that the way to improve the quality of teaching is to give every teacher the means to improve his own professional performance. It is a matter of matching teacher and the circumstances in which he works. To do this, teachers should have the means to take stock of their own position, of the tasks that need to be done and the problems that need to be solved if those tasks are to be successfully completed. Each teacher should keep a file of evidence for himself of significant progress and achievement and at the end of each year should summarize this on his own record. The completed record would be kept with the head and would be the teacher's own statement of development and professional competence.

The record would be the property of the teacher. It would be accessible to the head and to any proper inspectors, but not to anyone else without the teacher's express permission. It would give to the teachers themselves a measure of their professional growth and could form the basis of an account they might want to give to their professional performance.

Elizabeth Adams and I are seeking to develop a scheme of records of this kind. We should be pleased to hear from any teachers (or anyone else) with experience of such records or willing to develop them in their own schools.

The story was told by Mrs Brenda Thomson, Bradford senior adviser, at a conference in London on Saturday organized by the United World Education and Research Trust.

She told the mostly-teacher audience that they should take note of the fact that teacher representatives who are progressive move in the same direction as the head.

Tyrrell Burgess

The author is reader in the philosophy of education at the University of

16-plus meets first deadline for introduction

by Barry Hugill

The first obstacle to the successful introduction of the GCSE in September was removed this week when the examination boards confirmed that the Secondary Examinations Council has, more or less, approved all syllabuses submitted to it.

The end of April was the deadline set by Sir Keith Joseph for SEC syllabus approval.

A second obstacle is the distribution of the syllabuses to schools. For Sir Keith's timetable to be met this must be done by the end of May.

All the exam boards, bar the Welsh Joint Examining Board, are confident that this deadline will also be met. But there are no signs of any moves to overcome the third, and perhaps major, obstacle – the alleged underfunding of the new exam.

This week saw the Association of County Councils join the ranks of those pressing for a postponement of the 16-plus introduction for a year. By a vote of 70-56 its executive committee on Wednesday reversed an earlier decision not to seek a postponement. Its representatives later joined members of the Association of Metropolitan Authorities in pressing Sir Keith Joseph for a postponement and additional funding. Sir Keith refused to improve on his promise of £20 million for its introduction – although he agreed to consider extra funding for it in next year's rate support grant settlement.

Mr Tim Brighouse, CEO of Oxfordshire, has told his education committee that the ACC figure for the extra cost of GCSE as £1.20 million per authority is an underestimate. He says that the cost for Oxfordshire could be £2.5 million in the first two years dropping to about £1.7 million thereafter.

The SEC has now approved 190

syllabuses in the 22 subjects that have to meet national criteria. Another 60 are expected to be approved shortly.

A mood of mild euphoria was evident among the examination boards as they met the first deadline. "We are ready to go," said Mr John Reddaway, secretary of the Midland Examining Group.

The timetable was tight, resources were limited and the teachers' industrial action had affected attendance at training courses. But, he said, "the Midland Board is committed to do its utmost to ensure that the GCSE can be successfully introduced in September".

Mr George Turnbull of the Southern Board was slightly more guarded. He said: "We are getting there. It's been hard work but we are now confident of having all of the syllabuses out to the schools by the end of May."

The Welsh Joint Examining Board, one of two to call for the exam to be postponed for a year, is less confident. "We are largely on course but will not meet the April deadline for syllabus approval nor the May one for school distribution," said examinations officer Mr Mel Jones.

Mr Philip South, of the London and East Anglian Board, said events had shown that his board had been correct in joining with the WJEB in calling for a postponement. "Nevertheless, we have worked flat out to meet the timetable and, by and large, we have made it."

Mr Colin Vickerman, of the Joint Matriculation Board, said that his board was "well on the way".

Surrey County Council is to spend an extra £1 million to ensure that the new exam gets off the ground in September. At a meeting last Tuesday the county's policy committee agreed to provide the extra cash from outside the education budget.

High CPVE entry expected

by Mark Jackson

Nearly 50,000 pupils are expected to enter for the Certificate of Pre-Vocational Education next year. Fears that many schools would be unable to prepare courses in time because of teacher action are proving to be largely unfounded.

Next year's courses will be the first to be purpose-designed for the certificate, which is at present being awarded to students who complete specified pre-vocational courses set by the further education examining bodies.

Around 1,200 schools and colleges have submitted proposals for the com-

ing year. The average number of pupils per course is 35-40, but some have as many as 250 places. Another 500 or so late submissions are expected.

The Joint Board for Pre-vocational Education had hoped originally to get between 1,300 and 1,500 submissions. Its officials suspect that the shortfall from the two-year YTS to problems caused by the teacher pay dispute. They say, however, that the teacher action appears to have limited the range of courses some schools are providing, and hampered cooperation between schools and colleges.

Tea breaks the peace

Bradford councillors and teachers favour peace studies in the authority's schools but for different reasons were unable to support the proposal when it was moved at an education subcommittee meeting.

The two teacher representatives on the committee voted against on the grounds that the L.E.A. should have no say in the school curriculum. The two councillors, after hours of discussion, voted in favour for refreshment, popped for a cup of tea and missed the vote.

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NUT paper attacked over Barclay's advert

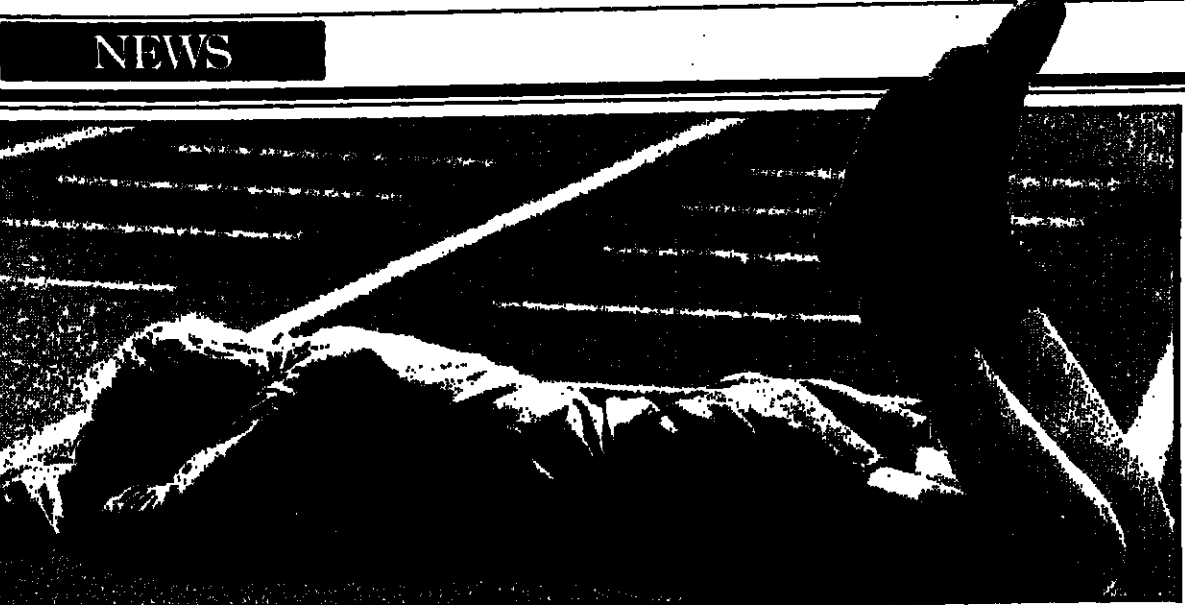
by James Meikle

Teachers have called their union newspaper to account – for publishing an advertisement for Barclay's Bank.

Members of the National Union of Teachers at Bournemouth School, Southall, complained that an issue of *The Teacher* which included an article on black schoolchildren in South Africa also carried a full-page advertisement for Barclay's.

They said the NUT was affiliated to the Anti-Apartheid Movement which had campaigned for a boycott of the bank and other multinationals with interests in South Africa.

The teachers, in a letter published in this week's *Teacher*, called for an apology and assurance that no more Barclay's advertisements would be carried.



Marathon exhaustion – One of the competitors in the last of the regional heats of the Heinz schools marathon relay which took place at Kings Park Athletics Centre, Bournemouth. The marathon raised money for the competing schools and the Spastics Society. The national final takes place on Monday. The first prize will be £1,000.

IN BRIEF

Aitken goes early

Mr Robert Aitken, 58, one of the country's longest-serving chief education officers, is taking early retirement. He will be leaving his job in Coventry early next year, provided the authority can find a suitable replacement by then.

Libyans deported

Two teachers at the Libyan School in London were among the 22 "students" deported by the Government last week for their alleged connection with terrorist activities. They are Mr El Haid B. Mohammed and Mr Ali Mohamed Refa.

Charity rethink

A future Labour government would reconsider the charitable status of leading public schools such as Eton and Harrow, the Shadow Chancellor, Mr Roy Hattersley, told the Commons this week.

Meals threat

More than half a million children from poor families could lose their free school meals if the Social Security Bill becomes law. Attempts by Labour MPs to amend the Bill in committee failed last week and clause 59, which prevents councils using discretionary powers to provide school meals, remains.

Union view

The School Curriculum Development Committee has agreed to Sir Keith Joseph's request that it considers ways to develop economic awareness across the curriculum. To avoid the charge that "economic awareness" is a euphemism for teaching the virtues of capitalism, the committee plans to consult trades unions as well as teachers, local authorities and industrialists.

Students evacuated from nuclear disaster

Seventy British students who have been studying Russian in the threatened city of Kiev are due to arrive back in London today.

They have been evacuated because of fears that the nuclear disaster 60 miles north of the city, at Chernobyl, could put them at risk, even though the Soviet Foreign Ministry insisted there was no danger.

The students, most from the universities of Surrey, Birmingham, Bristol and Exeter and Central London Polytechnic, were on a three-month Russian course at the Kiev State Pedagogic Institute for Foreign Languages and were not due to return until the end of June.

But pressure from the students themselves, their parents and their universities persuaded the travel company, Progressive Tours, to get them out now.

A further group of 30 British students studying at Minsk, 200 miles to the north west of the accident, were expected to arrive back at Heathrow last night.

A teacher of English in Kiev, Miss Rhona Branson, was to be evacuated by the British Council to Moscow, as was a British teacher at the University of Minsk.

As *The TES* went to press, there were no plans to evacuate British students and teachers from more distant cities such as Vilnius and Leningrad. But a change of wind direction, sending the noxious cloud towards Moscow, could change the picture dramatically.

"The British Council is certainly prepared to evacuate and pay for people to come home if they feel threatened and wish to do so," a Council spokesman said.

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Verse into Punjabi

Schools in Kent have been trying out what is thought to be the first translation of English nursery rhymes into Punjabi.

The rhymes have been adapted by Mrs Kulwant Wase, an advisory teacher at the Kent multicultural education resources centre, Gravesend with illustrations drawn by another member of the multicultural team.

"The rhymes are not always an exact translation because of the need to maintain the rhythm," said Mrs Wase. "But I had to make surprisingly few changes."

A collection of the rhymes, which carry English and Punjabi versions, has been published by Ajab and QRB publishers, and is available from Chetani Books, 48 Aldersley Gardens, Essex, IG11 9 UQ. Price £2.50.

Maths boost for Leeds

Two primary maths co-ordinators are to be appointed for three years in Leeds to promote good practice in schools.

The city council, which is funding the posts, is also asking the DES to pay for several teacher fellowships in maths teaching at Leeds University, the Polytechnic and at Trinity and All Saints' College.

Leeds is one of several authorities taking part in the new national project on maths funded by the Schools Curriculum Development Committee. This concentrates on the use of new technology and developing teaching styles in maths.

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A shortage of primary teachers has been reported in at least two London education authorities - Geraldine Hackett reports from Brent and Sarah Bayliss from ILEA

Brent in recruitment drive as parents plan court move

Education officials in the London borough of Brent have recruited 29 supply teachers in a matter of days to cope with a crisis in their primary schools.

Parents have decided to take the authority to court for failing to provide an adequate level of education. Since the beginning of term, classes have been sent home because Brent has been unable to fill its teacher vacancies.

Before the mass interviewing last week - 30 teachers were interviewed in one day - Brent already had the equivalent of 90 full-time supply teachers, but with 150 vacancies in schools, all classes could not be covered.

This week, classes at eight primary schools were being sent home. At one school, Anson primary school, parents wrote to newspapers with a special plea for someone to apply for the job of a teacher who has taken maternity leave. A class at the school has been sent home indefinitely.

A meeting of parents at Sudbury and Anson primary schools, where classes are being sent home in rotation and children miss lessons one week out of three, agreed to seek an injunction against the authority.

The local authority maintains it has done what it can to recruit - an emergency package was drawn up last week to allow the recruitment of retired teachers.

A national appeal for teachers to turn up for interviews without written application produced 200 replies. By next week the situation should be radically changed, with very few classes being sent home.

"These are all people who have come forward. We have not lowered our standards, I can only assume they are not normally readers of the educational press or they would have seen earlier advertisements," said Mr Mott.

Brent says the teacher shortage exists in both inner London and the London boroughs, partly because of rising rolls in primary schools and partly because of the higher housing costs in the south-east.

"It is a national problem created by the reduction in the number of teachers coming out of colleges. We do not have higher teacher turnover rates than other areas," Mr Mott said.

The problem was one of low levels of teachers' pay and high living costs, he said. He rejected claims that Brent's stance on multi-racial initiatives has deterred teachers from applying for jobs.

"Brent is a progressive education authority and as such I would expect teachers to be attracted to the borough," he said. Education officials did warn the council's education committee that a shortage of teachers was developing in the autumn of last year.

Brent is considering whether to provide inducements to attract teachers. The authority may provide relocation expenses and help with accommodation. The teacher shortage is becoming an issue in the local elections as Brent is a hung council, with Liberals holding the balance of power.

The parents have formed a working party to investigate the reasons behind the authority's problems.

Ken Livingstone may never have been as vocal in support of the inner London Education Authority as he was of the GLC, but he has at least discovered some of the problems being an ILEA member. While the GLC has vanished, Red Ken has firmly ensigned in London's Council Hall.

Until the end of next week, when ILEA elections take place, Livingstone is entitled to stay in his old office, Room 132 on the first floor. This has ruffled a few feathers in the corridor because Room 132 is the most magnificent room in the building and, unlike most ILEA members' rooms, enjoys a view of the river.

He has been stripped of his old 30 and administrative back-up. There is no consolation. By leaving out of the window Livingstone can catch a glimpse of the Houses of Parliament - no doubt a source of considerable inspiration.

Convenient break

Perhaps Dr Rhodes Boyson knows something we don't. The wily Northern Ireland Minister, who is extra-dry candidate for Sir Keith Joseph's job, is planning a holiday in the United States in early September. Since this meant he would be away just the time when Mrs Thatcher was expected to carry out her Cabinet reshuffle, the cognoscenti have been assuming he is not seriously in the running for the job. Now they are having to revise their opinion.

With word handed down that the reshuffle will take place in weeks rather than months, Westminster travel agencies could well find themselves doing unexpected business in autumn holidays abroad.

Monetarist spell

The entrepreneurial talents of students at Nene College of Further Education in Northampton know no bounds. A visitor to a recent conference held there found the place left in his study bedroom. There were old college traditions which stipulated that any person who used the personal abode of a student (a poor, underfed and overworked student) leaves a token of their gratitude in the top drawer of the bedside cabinet. The normal range from £5 to £10. Perhaps a dictionary would have been an appropriate offering because the student concluded: "It would be so long."

Locked in debate

The good burghers of Newcastle-upon-Tyne are in a stew - this time over the burning question of the new to be given to a new building of the College of Arts and Technology. It opens in September and, with legal seal, a sub-committee of the Labour-controlled L.A. has proposed to name it after Nelson Mandela, the imprisoned South African leader.

"This has not gone down well with the board of governors, who want it called after one of Newcastle's favourite sons, Thomas Bewick. Bewick (1783-1828) who worked in Newcastle, was a wood engraver whose *History of British Birds* represents the pinnacle of the art."

Gone to pot

Has the Department of Education and Science gone hip? A DES circular to the civil servant with responsibility for misuse of drugs. Her name is Mrs Digweed.

Acronyms

Looking ahead

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Acronyms

'Ideologues' are blamed for CEO's departure

by Mike Durham

The resignation of Mr Tony Lenney, large-scale education officer, has been blamed on "intolerant ideologues" among left-wing councillors on the outer London borough.

Mr Lenney, who has been CEO for six years, leaves the borough at the end of the month to become education director of the Royal National Institute for the Blind.

Mr Douglas Eden, prospective Alliance candidate for Hornsey, said last week that Mr Lenney had left for a less well paid job "because he could no longer work for the repressive political regime in the council".

He added: "He was made to suffer the appointment of a local Scale 1 primary school teacher as political adviser to the chairman of the education committee."

Mr Eden blamed Mr Lenney's departure on "intolerant ideologues" on the council who had also forced the retirement of the head of Hornsey School for Girls.

Mr Eden was speaking at a public meeting on education organized by ALPA, the All-London Parents Action Group, which was also addressed by Labour education spokesman Mr Giles Radice and Conservative MP Mrs Virginia Bottomley.

Mr Lenney, who is known to have had some disagreements with the Labour education chairman, Mr Bob Harris, has refused to comment on the reasons for his resignation.

Education chairman dies at 67

Mr David Dingwall, education chairman in Bolton and a Labour Party member for 50 years, has died after a short illness. He was 67.

Mr Dingwall became a Bolton councillor in 1974 and was Labour chief whip as well as education chairman. He was responsible for introducing comprehensive education in the borough.

He was a member of the Association of Metropolitan Authorities education committee and of the Burnham Committee. Mr Dingwall leaves a wife and two children.

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Douglas Eden: repressive regime

Doubts on Oxford's single-sex schools

by James Melkie

Oxford parents have turned their backs on the city's single-sex schools and put their future in doubt.

The number of families opting for the girls-only and boys-only comprehensives has dropped dramatically and means that a recent decision by Oxfordshire education authority to keep all six 13-18 upper schools in Oxford is unlikely to last.

Only 62 parents chose the girls-only Milham Ford School as first preference for their children to start in September. Last year's intake was 143.

The boys-only Oxford School attracted 89 first choices when its total intake last year was 207.

County councillors had promised not to force parents to send their children to a single-sex school when they had opted for co-education.

Now they have had to raise the admission limits fixed for the three co-education schools - Cheney, Cherwell and Peers. Cheney and Cherwell will still be unable to take all the pupils whose families made them first choice.

Their "results" were 266 for Cheney, 187 for Cherwell and 285 for Peers. The Roman Catholic Church of England comprehensive of St Augustine attracted 130 first choices.

The parental "vote" means that the future of all six schools will have to be reviewed once more. Proposals for cutting the number of schools to five or four or changing them into split-site collegiate schools were among those thrown out by the councillors during months of bitter debate.

Now they will be looked at again, and ways of keeping some form of single-sex education with fewer schools will also have to be re-examined.

Meanwhile, neighbouring Berkshire is considering public response to consultation on the future of six secondary schools in the Maidenhead area where falling numbers of pupils threaten standards. Two single-sex schools and two church schools are among those involved.

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Teenagers blitz minister over Libya raid

Sixth-formers scored fairly direct hits on Cabinet minister Peter Walker during his part of a one-day seminar on the state of politics.

They filled most of the seats at Central Hall, Westminster, to fire some of their toughest questions at the Secretary of State for Energy.

Mr Walker's own contribution on "the future challenge" had dwelt on the difficulty of being able to make any reliable prediction of the Soviet Union's global ambitions. But questioners wanted to know what he thought about the United States' world intentions.

The first volley came from a youth who asked whether America was not the greatest danger to peace. That was quickly followed up by a black teenager who asked what the minister thought of state terrorism by the US in Nicaragua.

The pace was stepped up by a youth who reckoned that Britain's role on the bombing of Libya would ensure a higher level of retaliation against this country than the US. "The reprisals are bound to be greater against the weaker partner," he said.

Another sixth-former objected to

Sixth-formers grabbed the chance to grill Energy Secretary Peter Walker on Government backing for bombing Gaddafi, reports Geraldine Hackett

American bases in Britain, saying that the people who lived nearby had not been consulted and could now be at risk from counter-attacks. The minister replied that America was a democracy, whereas in the Soviet Union its citizens would not be able to express a view on their country's foreign policy.

No debate took place in the Soviet Union about its invasion of Afghanistan or its treatment of Solidarity in Poland.

Mr Walker added that Clive Ponting, the civil servant cleared of breaches of the Official Secrets Act and due to speak later at the seminar, would not be talking at schools if he lived in the Soviet Union.

In contrast, Mr John Alderson, the former chief constable of Devon and Cornwall, got a slightly easier time, but that may have been because he had to talk over the sound of a power drill which accompanied parts of his speech.

He was more willing to agree with questioners, saying he thought that more training was needed if police were to be equipped with firearms. The sixth-formers did want to know how he thought the Broadwater Farm riot in Tottenham, North London, last October should have been handled and how community policing could be reconciled with police in full riot gear.

Two Asian girls were concerned at the level of racist attacks on some council estates and others recounted the problems of police stopping young blacks.

Mr Brian Sedgmore, the Labour MP for Hackney South and Shoreditch, managed to stun any opposition with a contribution that was not party political, but stressed the development of the corporate state, encouraged by all post-war governments until the arrival of Mrs Thatcher. His detailed accounts of Harold

Wilson's use of patronage to triumph in Cabinet may have been difficult to follow.

His questioners seized on his criticism of Clive Ponting. One sixth-former asked what was wrong with Mr Ponting providing information to Parliament, which was accountable. To that, Mr Sedgmore - renamed Sedgewick by the seminar chairman Professor Bernard Crick - said that he did not believe the way to open government was "the buff envelope" posted anonymously.

He thought Mr Ponting had let down the civil service, the Government and himself. That sort of leaking of information was more likely to be used against a radical socialist government, he said.

The one question that nonplussed him came from a boy who asked him why, if he really were a radical socialist, did he just talk about tinkering with the present system. "I'm obviously a

coward," he replied. When Clive Ponting arrived, he fended himself from earlier criticism mounted a general attack on the civil service and politicians often motivated by personal ambition. He loved the Official Secrets Act, he was used against him - could he cover up what was politically rassing.

He was asked what right he had to leak information that could be used to harm the country. Mr Ponting information he supplied had nothing to do with national security.

For the sixth-form girls in attendance, the day may have reinforced the idea that "Politics Now" - the day, organized by Education Training Seminars - is a man's world. As well as all the platform being male, for most of the number of boys at the meeting outnumbered girls three to one.

For the last 15 minutes of Professor Crick suggested a "positive discrimination" (male cause girls were needed to play a broadcast debate to follow) with girls in a row put questions.

Teachers urged to tackle criticisms of police behaviour

by Biddy Passmore

Teachers and the police should not evade awkward questions from pupils about police harassment and racism, a discussion document sent out by the Government on Monday says.

The document, produced by a joint working party of the Association of Chief Police Officers (ACPO) and the Society of Education Officers (SEO), says that the Home Office will be faced honestly by both teachers and police in planning courses and police participation in the classroom or other school activities.

If this is not done, the credibility of both will be lost, it warns.

The report also suggests that:

- The police give guidance to schools on the procedures they are required to follow when interviewing pupils;
- Police forces and local education authorities make joint statements about the operation and aims of police-schools liaison in their area;
- Teachers should be involved in training police officers for schools liaison work;
- Points of contact between the police at senior level and education services be established formally.

The document, 27,000 copies of which are to be distributed to schools and police forces, was launched with the warm support of the Department of Education and the Home Office.

Mr Giles Shaw, a junior Home Office minister, said on Monday that some 20 schools in London and "a handful of schools dotted around the country" excluded the police.

This was a matter for local authorities, he said. Schools could not be forced to admit the police. But he hoped that parents would put pressure on authorities to stop schools banning the police.

The working party consisted of members of the Association of Chief Police Officers (ACPO) and the Society of Education Officers (SEO), and DES and Home Office officials. It was set up in response to a report by the Home Office in 1983.

The Inner London Education Authority reacted angrily to Mr Shaw's claim that some 20 London schools refused to allow the police in.

Dr William Stubbs, the authority's education officer, said the Home Office was relying on out-of-date information.

He quoted a letter from Mr Larry Roach, head of the Metropolitan Police's community relations branch, which said: "The police have never to my knowledge been denied entry to schools within the ILEA area in their law enforcement role or in connection with the interests of public safety."

Those schools which had refused access to police in relation to their crime prevention and community relations role were "few in number."

ILEA leaders were particularly annoyed at what they took to be a suggestion by Mr Shaw that the authority had sanctioned the ban on some police activities at some schools. In fact, the ban has been imposed against the authority's will through the action of the Inner London Teachers' Association.

Mr Frances Morrell, the ILEA leader, has written to Mr Douglas Hurd, the Home Secretary, demanding a public apology.

● **Liaison between Police and Schools** is available free from the Home Office, 50 Queen Anne's Gate, London SW1H 9AT, telephone 01-213 3400.



Bob Geldof: believes that aid must continue

School Aid to sprint across the finish line

by Barry Hugill

The future of School Aid, the offshoot of Band Aid that filled two ships with supplies for famine-stricken Africa, is in jeopardy now that its parent charity is to be wound up later this year.

Ten million schoolchildren helped to fill the ships and Band Aid workers are desperately seeking ways of keeping up their interest and involvement.

"What's the point in keeping people alive this year and letting them die next - now we've got to give them a life," says Bob Geldof, patron saint of Band Aid.

Penny Jenden, Band Aid's executive director, is convinced, however, that constant fund-raising is not the answer. "School Aid cannot continue in its present form. It will fold either late this year or early next. But I hope that before then it can encourage teachers and pupils to ask serious questions about famine. Questions about its cause and prevention and the part that we in the rich West play in creating the disasters that hit poor countries."

School Aid is doing its best to get them asking those questions. It has despatched a teaching pack to every secondary school in the country, courtesy of Longman publishing group, employees of whom have given their labour free.

In the familiar Band Aid/Geldof style, the pack puts no punches. "Northern citizens can do much for Africa by persuading their governments to stop seeking profits from

disaster-ridden continents."

But Penny Jenden denies that they are stepping on some sensitive political toes. "The relationship between capitalism, colonialism and underdevelopment is a matter of historical fact. It's not a political statement."

She stresses that she is not against pupils continuing to raise cash, only that School Aid cannot continue as the organizational focus. The hope is that schools will continue to organize charity events in conjunction with the other aid agencies.

"It would also be tremendous if the kids themselves could get together and organize from below their own aid schemes. Not just collecting money but helping to make the decisions about its use."

As its last major project, School Aid is launching its fund-raising muscle to Sport Aid, another offshoot of Band Aid.

Heather Jaryl of Band Aid explained: "We want every school and youth club to dream up ideas for sponsored events. No one needs worry about the 'sport' title. We don't care what the event is - sack race, egg and spoon, whatever they want to do. As long as it raises money it's fine."

Schools and clubs wishing sponsorship forms and further details about Sport Aid should send a large, stamped addressed envelope to School Aid Sport Aid, PO Box 81X, London W1A 4TX.

OU takes on bigger in-service training role

by Hilary Wile

More teachers are turning to the Open University for in-service training and professional development courses.

Teachers have traditionally been the largest professional group using the OU, but in the past most have been for degrees to upgrade their qualifications. To date, almost 24,000 teachers have gained OU degrees.

This year, for the first time, the numbers taking undergraduate courses have been overtaken by the numbers on other courses. There has also been a leap in the number of teachers making book bookings to take training agreements.

More than half the teachers in England and Wales now have one or more schemes running with the OU. Countries and Warwickshire, for example, sponsor teachers taking the advanced diploma in educational management and offer them the opportunity to do back-up study groups in local teacher centres.

The changes reflect the changing nature of the profession as more teachers are now graduates.

This year the number of OU undergraduate graduates taking School of Education courses fell to 4,472 from 6,441 in 1982, while the number of secondary students rose from 2,317 in 1982 to 4,500. (Most, but not all, students at the school are teachers.)

The OU reviewed its education course provision in 1982. Since then it has developed a wide range of post-graduate work. Advanced diploma in curriculum and teaching, mathematics education, special needs, and technology will be available from next year, and a diploma in post-compulsory education is planned for 1989.

Diplomas can be upgraded into an MA in education by taking additional post-graduate courses.

An advanced diploma in educational management has been running for two years. Students studying for it must undertake practical projects in their own place of work, and more than half of the 200 students awarded the diploma in its first year said they believed their work had contributed to improvements in the way their schools and institutions were run.

Mr Peter Griffiths, sub-dean of the School of Education, said the OU was active in all eight in-service training priority areas identified by the DES.

● The new dean of the School of Education is Dr Ann Floyd, a specialist in maths and computer learning.

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In just one year, Nimbus has established itself as the leading 16-bit microcomputer in education. It has also been selected as a finalist for the RITA "Business System of the Year" and has become the natural choice for many business and government users. If you would like further information or a demonstration of this British-designed, British-made machine at your college, please phone Oxford (0865) 249866 or complete and return the coupon.

Yours sincerely,

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Closure decision follows drop in roll

Sir Keith urged to save school for handicapped

by Geraldine Hackett

Attempts are being made to save a Berkshire school for the physically handicapped.

The local education authority wants to close Hephaistos School, which is a few miles from Reading, because the number of pupils has fallen.

But the school's Parents and Friends Association is appealing to Sir Keith Joseph to finance the school from central funds.

Hephaistos has produced famous pupils - for example Peter Hull, wheelchair marathon performer - and its supporters say its closure will leave a gap in educational provision.

Lady Warnock has said that such special provision was needed. "The fall in numbers may be due to the fact that local authorities outside the area are no longer making use of the school because they can't afford to send children away."

"It may be inevitable that such schools close. But the parents are very certain their children are not going to

get the same calibre of education elsewhere."

Berkshire County Council, which took over the running of the school more than 20 years ago, says numbers have fallen from a peak of 40 to 19 and may be down to 10 by end of next year.

"In the past three years we have had only one referral from outside the county council area. We have broadened the intake by introducing girls and introducing day pupils, as well as boarders," said Mr John Howarth, senior education officer with responsibility for special education.

"We were asked by the governors to review the future of the school. Some 40 local authorities were approached about whether they were likely to refer pupils in the future and all said they had provision within their own areas."

"The major reason for closure is not financial, but when numbers decline the school does become less viable. The main reason is that in Berkshire over the next few years we have only three or four pupils who would benefit from such a school and other local authorities are not referring children."

Mr Gordon Couch, press officer for the Association of Parents and Friends, said it will be objecting to the closure to the Department of Education.

The local authority has served notice of closure for July 10, 1987. Objections can be made until May. Final approval of closure has to be given by the Secretary of State.



Peter Hull: marathon man

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For Reading Room address see telephone directory.

New A level grading 'fairer'

Sir Wilfred Cockcroft, chairman and chief executive of the Secondary Examinations Council, has welcomed the decision to revise the method of A level grading.

In a letter to Sir Keith Joseph, he said the new scheme will be "fairer to candidates and beneficial to all users of the certificates".

The new scheme has been devised to cope with the problem of the very narrow band of marks separating those gaining the lowest marks in grade B from those achieving the highest grade D. This has sometimes been as low as 3 per cent.

In future, a candidate's grade will be determined solely by his or her mark and not, as in the past, by performance in comparison with other candidates.

In most subjects this should result in slightly more candidates getting a grade C with fewer grades D and E. A new grade N is to be introduced to indicate those who narrowly miss a grade E. Although technically a failure it is hoped that employers will see it as evidence of effort on the part of a candidate.



Wilfred Cockcroft



Guiding hand: pupils at Addington High School, Croydon have been learning the skills of baking from Mr Hugh Weeks, master baker at the nearby family firm of Renshaws, Mitcham. As an Industry Year project, pupils spent the day baking cakes, pastries and confections to the standards required in the industry.

Bank will help to save teacher time

A local examination board is setting up a module bank from which schools will be able to borrow ideas, or whole units.

Schools will be invited to develop their own course modules, which will be added to the bank if they are approved by the exam board and the Secondary Education Council.

The University of Cambridge Local Examinations Syndicate will open the bank for courses leading to GCSE levels. Six modules will make up a level course, and three modules an AS level course.

Dr Ron McLone, secretary to the syndicate's council for examination development, said: "Devising module courses offers curriculum innovation, schools and colleges a great deal of freedom and flexibility, but it also calls for a considerable investment of time and effort. We were concerned that teachers might misdirect their efforts by preparing modules which might already have been developed."

High Court judge rebukes tardy parents

by Biddy Passmore

Parents in Sutton Coldfield have earned a legal rebuke for delaying a decision on a school admission appeal.

A High Court judge has refused their application for a full hearing of the decision by Labour-controlled Birmingham to implement a cut in the intake to Fairfax School from 210 to 150.

He criticized them for failing to get on with the case once the court had given them leave to apply for a judicial review last July - and awarded costs against them.

The cut in the intake to Fairfax, an ex-grammar school, was approved by Sir Keith Joseph in 1983. But it had not been implemented by the city's previous Tory administration because of the school's popularity.

Last September, the intake to Fairfax was reduced from 210 to 162. A month later, the authority announced that it would drop to 150 pupils this September.

Mrs Tracy Livingstone, chairman of Birmingham's schools subcommittee, said she hoped the parents would now accept the council's decision.

Meanwhile, parents in Berkshire have suffered a legal setback in their fight to stop the spread of selection throughout the county.

A High Court judge has refused to grant them a judicial review of the ruling by Sir Keith Joseph that the extension of the catchment areas for Reading's two grammar schools was not a "significant" change.

If Sir Keith had ruled that it was "significant", the authority would have been forced to go through the full legal procedure for reorganization and Sir Keith would have had to decide on the plan after considering the parents' objections.

Now the parents are waiting for the High Court to decide on their claim that the county's decision was unlawful because they were given only two weeks' notice of the catchment changes, not six weeks as stipulated in the regulations.

● The threat of a legal challenge to the Education Secretary over his rejection of a council's plans to phase out grammar schools has been postponed. Gloucestershire education committee has resolved to give Sir Keith until May 19 for more detailed reasons for his move before it decides on whether to ask for a judicial review.

'Shopping list' could be used to compare I.e.s.

by Barry Hugill

A five-point "shopping list" that would help parents to compare one local education authority with another has been proposed by the Chartered Institute of Public Finance and Accountancy.

According to CIPFA, local authorities should collect and publish statistics showing:

● Client satisfaction This would be judged by the number of pupils from outside the I.e.s. attending its schools; the number of admission appeals and whether or not the authority "samples" parent and pupil opinion;

● The paths taken by 16-year-olds The percentage of pupils going on to FE or staying on at school and of those getting a job or joining a youth training scheme;

● Examination achievement The pass rates for all examinations plus the number of pupils obtaining higher grade passes at O level GCE or CSE in English and maths;

● The costs per pupil Statistics showing the cost per pupil for teaching staff, non-teaching staff, books and equipment and home to school transport; and

● Use of school premises The number of pupils on roll as a percentage of the places reckoned to be available by DES standards and the number of places in temporary accommodation.

These statistics should not be kept at in isolation from social and economic factors, says CIPFA. These would include the number of ethnic minority pupils, the number of single-parent families and children with parents earning below the national average wage.

Mr Tom Hinds, deputy chief education officer for Cambridgeshire, and chairman of the CIPFA working party responsible for the recommendations, said that they were intended to give parents "a starting point for comparison between authorities".

"Education is about much more than finance and these indicators would allow parents in, for example, Redbridge and Waltham Forest (two neighbouring authorities in East London) to make an informed decision on the relative performance of the two."

Mr Hinds said that he did not expect whether the I.e.s. would take any notice of the recommendations. "We only say that CIPFA is a very prestigious body and one would expect that its suggestions would be taken seriously. These are important issues and they will not go away."

The Audit Commission has had a statutory responsibility since 1982 for ensuring that ratepayers' money is spent effectively. Later this year it will publish its own manual on performance indicators in the public sector.

Tertiary plan condemned

by Hilary Wilce

A decision to reorganize post-16 education in the Illington area of north London into a small tertiary college concentrating on 16 to 19-year-olds has angered both supporters of traditional sixth-forms and further educationalists.

They say the compromise decision will bring neither the full benefits of a traditional school education nor the scope of a full-blown tertiary scheme.

The Inner London Education Authority originally proposed a community college taking in the equivalent of 2,400 full-time students.

But at a series of consultative meetings, protesters - mainly the parents of school-age children - said that a large college with a high proportion of mature students was not the environment they wanted their teenage children to study in.

For some years many middle-class parents in the borough have sent their children to the more academic secondary schools in neighbouring Camden.

In response, the ILEA adjusted its proposals, cutting down the size of the college to 1,500 students and setting a per cent of these would be 16 to 19-year-olds.

The decision was passed by the education committee recently. Ma Diane Brace, principal of North London College, on which the decision will be based, said the decision "represents the substitution of a school form college for a tertiary college and an abandonment of the principles and practice of comprehensive education."

Mature students had taken no part in the consultation process, she said, and the decision would badly affect traditional student groups such as women and ethnic minorities.

The decision has also been condemned by some local heads standing for the Sixth Form Union, NALFE, and the National Union of Teachers.

Tertiary education is being reorganized throughout London as school rolls fall and traditional sixth-form numbers decline. Tertiary schemes have already been approved for parts of east London.

KEEP IN TOUCH WITH TTNS



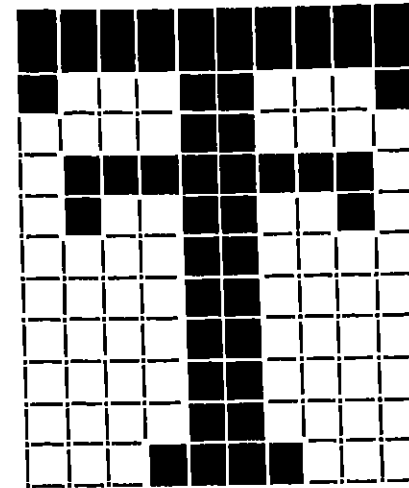
Salford LEA represented by: Keith Hall (ACED), Roger Rees (Chief Executive), Maureen Lea (Chairman Education Committee), Brian Grady (CEO)

ROADSHOW BIG SUCCESS

During the week beginning 7th April, The Times Network Systems ran a series of seminars around the UK designed to brief Chief Education Officers, Directors of Education and their deputies on the facilities offered by TTNS. These seminars took place in Edinburgh, Leeds, Birmingham and London and were extremely well-received by the large audiences of Educationalists and representatives of Industry and Commerce who attended. Also in attendance to demonstrate and answer queries were representatives from the Banking Information Service, the Trustee Savings Bank and Industry Year '86, all of whom are Sponsors or Information Providers currently using TTNS.



Gordon Jones, TTNS Chief Executive, speaks on local radio



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Rapid Communications for PCAS

Mr Tony Higgins, speaking in Leeds, outlined the uses of the Polytechnic Central Admissions System (PCAS) were making of TTNS. In addition to the display of course vacancy information, PCAS is using TTNS for rapid communications with each Poly admission office, thus speeding up the whole admission process. He also emphasised the importance of ECCTIS and the planned links of TTNS to ECCTIS, AFEIS and NERIS.

12,000 Modems to keep Schools in Touch

In Birmingham, Dr Eric Bates traced the history of the involvement of DTI Industry/Education Unit in Education in the UK. This started with the grants provided for the initial purchase of Microcomputers by schools and has been followed through to March 1986, with the provision of 12,000 Modems to schools, enabling them to access a wide variety of Databases and Networking services, such as TTNS. Dr Bates paid tribute to the dedication and enthusiasm of TTNS staff in bringing the system to its current level of facility. He mentioned that even DTI use TTNS as a means of keeping in touch with Education!

Students Experience New Technology first hand

At the final venue, in London, Sir Edward Pickering stressed the need for young people to be able to experience Information Technology in the classroom at a cost affordable by schools. It was important that students should feel 'comfortable' in the use of such technology BEFORE entering Industry, Commerce or Higher Education. He repeated the commitment of News International to the future of TTNS and its future development and the valuable experiences which was being gained in the Electronic Publishing field.

TTNS VIDEO

During the course of the TTNS presentation, which was staged by Michael Benn and Associates in conjunction with Studio B, delegates were shown a short Slide/Tape production which outlined the major features of TTNS in a colourful, imaginative way.

Following the interest shown in this, the Slide/Tape production has been transferred to VHS video tape and will be made available free of charge to each Chief Education Officer and Director of Education in the UK and Northern Ireland for the briefing of Education Officers not able to attend the presentations and for use, for instance, on relevant INSET courses.

The afternoon sessions at each venue were devoted to the informal presentation and discussion of aspects of TTNS with teachers, advisers and others who wished to come along. These sessions were very well-attended and provided an opportunity for visitors to see TTNS 'hands-on' and for individual queries to be discussed with TTNS staff.



Tony Higgins, Chief Executive PCAS, introducing a morning session

DISCOUNT SCHEME EXTENDED

Following the DTI scheme to supply each Secondary, Middle and Independent school with a modem, TTNS are very pleased to be able to aid this rapidly growing interest in online systems, by offering a discount on subscriptions and software purchases.

Secondary school prices:

Mallboxes	Per annum
1-9	£187
10-19	£175
20-49	£160
50-99	£150
100+	£140

Primary and Special Needs schools prices:

Standard annual subscription £85
Schools of 100 pupils or less £65
The above includes an annual subscription to TTNS, communications software for BBC, RML3802, or 4802, IBM PC, AT, XT, manuals and a function key strip.

Note: It will continue to be TTNS policy to make NO CONNECT TIME CHARGES. Users can therefore accurately budget for their running costs.

The Primary Pilot Project has been extended to the end of the Summer term.

Primary schools wishing to join now can do so for £25. This price gives access to the network until 31/7/86 only.

TTNS communications software:

The TTNS communications software can be used to access the Times Network and a wide variety of other networks and database services. Viewdata, 80 column monochrome, colour, or any combinations of these, can be handled by the TTNS software. The other services are UK and overseas based and include: TelecomGold and ECCTIS (Educational Counselling and Credit Transfer and Information Service). The DTI are also working to establish a national computerised information service, NERIS (National Educational Resources Information Service) which will be accessible using the same software.

The TTNS communications software can be purchased separately. Software, manuals and function key strip (no subscription) price £30.

DTI Software Scheme. The above offers are all eligible under the DTI software support scheme. Since March 31st 50% (£15) of the price of the software may be recouped. These grants are dependent upon each LEA being able to accommodate such requests from their existing DTI Educational Software Support Scheme budgets.

WHAT TO DO NOW?

If you have any queries about any of the information in this advertisement please contact one of our Schools Coordinators, Moyna Doyle or Julia Cooper. They will be pleased to answer all your questions and are looking forward to hearing from you. Direct telephone numbers to the Times Network Systems are:

01-833 7143

01-833 7615

01-833 7104

In brief

Ban attacked

The National Association of Head Teachers has protested to the Inner London Education Authority over attempts to ban *The TES* and other News International publications from city schools.

The controlling Labour group had urged Labour governors to move resolutions at governing bodies to cancel orders for the newspapers because of the dispute at Wapping. *The TES* is not published from or printed at Wapping.

The IEA has resumed advertising with *The TES* this week after a three-month stoppage as a result of the paper's distribution problems.

Flower power

A new Youth Training Scheme course in floristry is to be introduced at the Lancashire College of Agriculture and Horticulture from September.

The two-year scheme, which will lead to City and Guilds Phase 1 and 2 exams in floristry, is aimed at young people wishing to work in wholesale and retail flower and garden centres and related trades.

Jubilee scholars

Brighton council is expected to mark Sussex University's silver jubilee by setting up a scholarship scheme to assist handicapped pupils from the local area to attend the university. The council is to be asked to donate £10,000 to a scholarship fund and launch an appeal to raise another £100,000. Potential students would be selected at about 14 to 16 years, in consultation with special schools.

Dominant women

Women now hold 12 of the 20 positions on the National Union of Students' executive.

A woman to lead the union, which has 1.25 million members.

FUMPO post

Mr Peter Edwards, chief education officer of Berkshire, has been elected vice-president of FUMPO, the Federated Union of Managerial and Professional Officers. FUMPO was formed in December from the amalgamation of local government unions and Mr Edwards was formerly a leading member of the Association of Education Officers.

OU course

The Open University has been given almost £70,000 by the Manpower Services Commission to develop an eight-week access course designed to help women break into management. The course will be launched in September on a pilot basis, initially in London and Leeds.

Key shortage reported of Welsh medium CDT staff

by Bert Lodge

Only two students able to teach craft, design and technology in Wales are expected to qualify this year.

But none of the eight Welsh authorities report a shortage of good applicants to teach Welsh as a first language, the Welsh Joint Education Committee was told at its last meeting.

An inquiry instituted by the committee shows South Glamorgan has most difficulty in recruiting teachers of certain subjects in Welsh.

The authority, covering an area where fewer than one in 10 speak Welsh, reports particular difficulty in information technology with computer studies, mathematics, CDT, science, especially physics, business and commercial studies, peripatetic remedial posts and home economics.

For Welsh as second language, Gwynedd and Dyfed have no serious problems while Gwent and Cwmwd report difficulty in finding supply teachers. South Glamorgan has satisfactory fields of applicants for posts below Scale 1.

Limited fields of applicants for headships or senior posts which require fluency in Welsh are reported by West Glamorgan and Powys. Yet a survey of 101 primary schools in West Glamorgan found only 17 with no teacher able to speak Welsh while 120 reported at least one teacher able to teach in Welsh.

Parental attitudes and motivation are key factors in determining Sikh children's success at school.

This is the conclusion of a study among 36 Sikh families originally from the Punjab which was conducted by Dr Parminder Bhachu, a researcher at the London University Institute of Education.

She discovered that children of the poor and ill-educated did just as well as those from middle class homes - the vital link being that all parents saw education as the best way of improving status.

Dr Bhachu found that some professional and wealthier parents adopted a "white middle class interventionist" approach to their children's schooling - such as attending parents' meetings or sending them to private schools if they thought the state school unsuitable.

But their children fared no better than others whose parents spoke little English, rarely visited their schools or

A number of authorities say the situation in shortage areas is not helped by the fact that teaching is less attractive as a career generally.

The 1981 census found only just over 500,000 people in Wales - about 19 per cent of the population - were able to speak Welsh.

The mushrooming of bilingual schools in Wales was welcomed by Mr Wyn Roberts, Welsh Office Minister of State, when he addressed a conference organized by parents on Welsh medium education, writes Iola Smith.

He said that £2.7 million was being spent on Welsh medium education this year, most of it directly by local education authorities. However, he warned that a shortage of teachers in the medium could limit further development.

Experienced teachers as well as newcomers were needed and it is estimated that, with some additional in-service training, up to an eighth of the principally teaching force could switch to Welsh medium teaching if they wanted to.

But Mr Roberts rejected the Welsh Language Society's call for an independent body to oversee Welsh medium education. He feared that such an organization would weaken I.E.A.'s powers and isolate Welsh medium provision from the rest of education in Wales.



Bone shaker

Labour leader Mr Neil Kinnock and his wife Glanys met the classroom skeleton on their tour of Feltham School in Hounslow.

The Kinnocks were at the school to open the new library, which is named after the area's former MP, Mr Russell Kerr.

The library is part of a £3 million redevelopment of the school. The finishing touches to the library were provided by seven boys who gave up their Easter holidays to load and unload the school's 16,000 library books.

Swiss visit

Schoolchildren in Sussex and Kent are being offered the chance of a visit to Switzerland, and the headquarters of pharmaceutical giant Ciba-Geigy, as first prize in a competition organized by the South East Pharmaceutical Group.

Teams of 14 to 17-year-olds are asked to submit a report or project on health care as part of Industry Year.

Overspent Ulster board penalized

by Carmel McQuill

One of Northern Ireland's five local education and library boards has been told that £1.63 million it is said to have overspent will be reclaimed by the Government and redistributed among the other four.

The province's Department of Education has taken this action after a contentious action after the South Eastern Education Library Board overspent its budget last year.

The department is also sending a team of financial consultants to examine the South Eastern Board's spending procedures and report on how these could be improved.

The move follows a series of meetings over the past year between the board and department officials.

As well as examining its budget, the board also received an additional £1.1 million - more than any other local authority in the Relative Needs Exercise, which redistributes resources.

Its 6.28 per cent block grant (increased for 1985-86 was the highest of any board. It has also been allowed to retain £430,000 savings, from mandatory awards and National Insurance contributions - which usually go back to the department.

The board's 1986-87 block grant, which includes meals and transport, is £31.05 million, an increase of 3.3 per cent on the previous year's total. This will cater for 68,000 pupils, in 257 primary and secondary schools.

To prevent undue hardship in the board area, the sum overspent in 1985-86 was recovered over five years, with a £300,000 instalment specified for this year. This will be retained within the budget of the other area boards.

Announcing the measure, Dr Mawhinney, Northern Ireland Education Minister, said his hand had been forced since the South Eastern Board had broken the department's equal arrangement which aims to ensure that pupils throughout the province are treated fairly.

Unesco cash diverted

by Biddy Passmore

The British Council is to control more than two-thirds of the extra £6.4 million released for international education schemes by Britain's withdrawal from the United Nations Educational Scientific and Cultural Organization (Unesco).

As expected, the largest sum - £2.3 million - will go to the Technical Cooperation Training Programmes. This will enable more students mainly from Commonwealth countries, to come to Britain to study subjects like science, education, medicine and engineering.

The programme, which is run by the Council on the Government's behalf, currently pays for some 10,000 students at a cost of £55 million a year.

The Council will also receive an extra £600,000 next year to run an English language teaching programme in French-speaking African countries,

a further £600,000 towards the Foreign Office scholarships and awards scheme, £500,000 for a postgraduate training scheme for black South African students and £100,000 for exploratory work on a distance learning programme among academic institutions in the Commonwealth.

Other grants, not administered by the Council, will provide scholarships in the UK for Chinese students and boost international scientific work.

A British Council spokesman stressed this week that the extra money would do nothing to ease the financial squeeze on the Council's principal work.

The Department of Education has begun moves to reform the disbanded Northern Ireland Unesco committee. The new body would continue Unesco work despite Britain's departure.

Diane Spencer reports on an Industrial Society conference in London
Gloves off again over NAFE funding

Neil Fletcher: plans opposed

The long-running battle over funding of non-advanced further education between the Manpower Services Commission, the Government and the education authorities, is set to erupt again.

Mr Neil Fletcher, chairman of IEA's further and higher education subcommittee, warned this week that the Association of Metropolitan Authorities was still firmly opposed to the Government's plans in the White Paper, *Training for Jobs*. This gave the MSC control of a quarter of local authority funds for work-related non-advanced further education.

"This will be a political issue again this year which may lead to squabbling between central and local government," he told the conference.

His view is in marked contrast to that of some other AMA members, including Mr John Pearman, chairman of Wakefield education committee, who staunchly supported the compromise deal worked out last summer between the MSC and the I.E.A.s after a long fight between the local authority associations and the Government.

Mr Fletcher said the AMA was worried about the emergence of a "NAFE" or NAFE, an advisory body which would have the same role as that of the National Advisory Body for advanced public sector higher education.

He was concerned as well lest the good work and rebuilding of fences with the MSC would again be in jeopardy, conceding that the MSC had been "caught on the hop" as much as the I.E.A.s by the White Paper.

Until its publication the two sides had been in line together and much of the initial suspicion of the MSC by education had disappeared. "It was a pity that relationship was soured by *Training for Jobs*," he said.

But he emphasized that the MSC, at local level, was not equipped - as the Government had claimed - to provide education authorities and colleges with the information they needed to meet employers' demands.

Colleges knew because many employers were on governing bodies - in IEA 300 firms were represented.

Colleges were starved of funds and he appealed for more investment in medium, low tech and even non-technical areas of the curriculum. "You can't live on loans, hiring equipment or a reject shop mentality," he said.

Meanwhile, the conference was told that *Training for Jobs* would have been superfluous if governments and local authorities had fulfilled the provisions of the 1944 Education Act.

Mr Mick Farley, senior adviser for post-16 education in Sheffield, pointed out that Section 42 of the Act said every I.E.A. should prepare and submit schemes for further education to the minister. Sheffield produced one in 1948 but none since and most other authorities would tell the same story.

He said: "The Department of Education having failed to pick up the powers it held under the Act, found itself, in 1984, faced with a new agency, the MSC. In 1985-86 I.E.A.s then found themselves producing development plans and programmes which, frankly, as good providers, they ought to have been producing for some time."

Further education was bedevilled by contradictions in Government policy and some of its by-products, Mr Peter Dawson, general secretary of the college lecturers' union, NATFHE, told the audience.

The Government still had not appreciated the basic contradiction that you don't get quality if you drastically reduce resources, he said.

The Review of Vocational Qualifications rightly warned of the dangerous division between vocational and academic learning but failed to make any clear recommendation to bridge the divide.

The Audit Commission presented even more contradictions. "They argued for more responsiveness, flexibility, effective marketing and contact with industry. Then they argued effectively that there should be less time available for staff to do this because they wanted less of the thing badly called remission."

Although there were reservations about the MSC's development plans for NAFE, he thought the schemes offered a real way forward.

"NATFHE will be concerned to ensure that the criteria used to set objectives and the range of provision will not be determined by a straitjacket of Audit Commission parameters and MSC perceptions of labour market intelligence," he promised.

BTEC ruling is vocational blow to leavers

Thousands of low-achieving school leavers will be barred from embarking on vocational courses by a new ruling from the Business and Technician Education Council. The council has told colleges that it is no longer prepared in general to allow full-time courses for the BTEC national certificates.

The certificate, which is the first vocational qualification in a wide range of commercial and industrial occupations, was devised for young employees such as apprentices studying part-time on release from work, while full-time students are supposed to take a two-year diploma course which includes substantial work experience.

But because BTEC insists on O levels or their CSE equivalent as an entry requirement for their diploma course, a growing number of colleges are offering youngsters with lower entry qualifications a chance to study full-time for the certificate following a preparatory year.

Since the certificate studies, intended for youngsters already in employment, do not have to include work placements, the colleges can compress them into a further one-year course.

BTEC says it is forced to ban these courses "to safeguard the quality of the product". Mrs Janet Elliott, BTEC's education operations chief, told *The TES* that, with a few exceptions, the full-time courses could not produce students with the same competence as the part-time or diploma studies.

She estimated that two or three thousand youngsters were taking the full-time courses, which does not depend on external examinations, could not of itself be used to ensure that all students met absolute standards.

New holes in the net, page 21

YTS firm collapses

By Willis Pickard

A Scottish firm managing a 1,200 trainee YTS scheme has gone bankrupt after receiving £2.5 million from the Manpower Services Commission. Now the Commission is trying to persuade employers with whom the trainees were placed to keep them on.

Both the Department of Employment and a liquidator are looking into the affairs of Keyboard Productivity (Scotland) Ltd, which has had MSC backing for youth training for several years. The company has schemes in many areas of Scotland, and was described by a spokesman for the MSC as being well established in its links with the Commission.

After previous bankruptcies among YTS managing agents, the Commission changed its financial guidelines so that area managers would make more stringent checks. Keyboard's books were inspected at its Glasgow headquarters several weeks ago, and it was decided to withdraw support since the MSC felt that the firm could no longer fulfil YTS requirements. This led to the bankruptcy and the appointment of a provisional liquidator.

The Keyboard trainees are placed in shops and offices. An MSC spokesman said this week that it appeared that a number of the employers had not been reimbursed by Keyboard for allowances they had paid on its behalf to the trainees.

Edited by Mark Jackson

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States trip for speech impaired

Eight young people with speech and language disorders are to spend the next three weeks trekking in America.

The trip is being organized by the charity, the Association of All Speech Impaired Children, to provide social help for young people who have left special education and to discover the kind of problems facing young adults with speech impairments.

Seven of the young people, who previously attended special schools, work in jobs ranging from punch card operator to van loader.

The trip, which will take in New York, Washington, Niagara Falls and Miami, has been part-financed from Rotary Club appeals.



Dr Ray Kennard: trying to bridge the gap between the old and the new

Hilary Wilce reports on a new training network that aims to meet the needs of the high-tech industries moving into London's docklands and ensure that the area's apprehensive residents share in the jobs windfall.

Saving a community from drowning in docklands

The office of Dr Ray Kennard, head of the new London Docklands training network, is, as he puts it, "right at the interface". On the right of his window are ageing, high-density housing estates; on the left, the elevated trackway of the new high-speed city rail link.

His task is to link the two - the disadvantaged, demoralized local communities with the abrasive new development that is submerging them - through a sophisticated counselling and clearing-house service that will provide local people with the skills they require to grasp the new job opportunities, and businesses with the workers tailored to their needs.

In 1981, when the London Docklands Development Corporation was set up, most of the city centre was rotting acres of dereliction. The LDDC's brief was to get economic renewal moving fast, and its priorities were to reclaim land, build houses and factories, and develop transport links.

All this is now being done - on a scale so brash and accelerated that it turns the eyes of Britons grown used to decline and decay. There are high-tech businesses, satellite discs, fibre optic cable links, riverside penhouses, supermarkets and sports complexes. An airport and a light railway are under construction.

But the LDDC has never been much concerned with the existing docklands communities and its interest in education has been confined to the scattering of community grants here and there, some of which have benefited schools and youth groups.

Now, though - and some say, at last - the development is extending to the needs of people who lived in the old docklands and will have to live in the new.

SKILLNET will use existing colleges and universities in the region, and will develop a "learning passport" for trainees, which it hopes all businesses in the area will come to recognize.

It has been underwritten by a £1.04 million grant from the Department of the Environment which will run out in 1991, after which it is expected to be self-supporting, raising money from client companies. It also hopes to obtain £1 million of European and government funds, to be spent by the end of the year on training the unemployed.

More than £250,000 is also being put in for training through the PICKUP programme, which is jointly funded by the Department of Education and

Science and the Manpower Services Commission.

At the launch, in the Limehouse television studios on the Isle of Dogs, Mr Christopher Patten, Minister of State for Education, stressed that the project was designed to help firms recruit staff "and to ensure that their new technology and new working practices actually benefit the existing local population which is much in need of new jobs."

His words were a chronic understatement. As one dock after another closed down, many of the most able and enterprising workers moved themselves and their families out. The communities that remain have high levels of the elderly, the unskilled and the disabled. The majority live in council housing and unemployment

among adult males is around 31 per cent, three times the rate for the capital as a whole. Educational achievement levels are among the lowest in the country.

Not surprisingly, there has been tension between the communities and their local Labour councils; and the thriving development agency which has turned the world they know inside out.

The conflicts are familiar ones at George Green's school and community centre, on the very tip of the Isle of Dogs, one of the few secondary schools in the docklands development area. The school has benefited from LDDC enhancement grants. It has been able to buy expensive computer and media equipment and a Victorian-style iron paling fence, has developed

its business studies and has been promised a new entrance foyer. But former headmaster Mr John Wilkinson, who retired at Easter, doubts whether the 500 pupils see the cranes and the bulldozers and the bunting-bedecked housing developments as anything to do with their lives.

"You have to remember there's been an awful lot of local feeling against the docklands development. It hasn't really jelled with local people. Could it ever? Even something like the Asda superstore - it hasn't actually brought many jobs, and not that many local people shop there."

Mr Margaret Morgan, chair of the ILBA's development sub-committee, has put it more bluntly: "We don't approve of how docklands is being developed. We think the way the LDDC operates is undemocratic. It is taking all the existing planning powers away, and there is very little consultation with the community about what is happening."

In Mr Morgan's books, the LDDC's plans have been a headache for the ILBA, which is already battling with falling rolls and resources. Development in the Surrey Docks area, to the south of the river, will mean two new primary schools and possibly, later, a secondary school. The development of Wapping, close to Tower Bridge, is contributing to the need for another primary school; rolls are mainly being boosted by a burgeoning Asian population.

A watersports centre is being developed in the Surrey Docks, but the LDDC, concerned to develop an attractive overall environment, has specified how large it should be and what it should look like, and has pushed costs up to what the ILBA feels to be an unacceptable degree.

Similar problems are being experienced in neighbouring Newham where

there has been conflict over the development of new primary schools in the Beckton area of the Royal Dock. However, the most serious tensions have been in the area of vocational training and higher education, where for a long time the ILBA and LDDC had no formal contacts and developed parallel plans for college networks.

Relationships began to thaw last summer, however, when Mr Morgan finally sat down with Mr Chris Benson, chairman of the LDDC, to discuss co-operation. From that meeting emerged the present shape of SKILLNET, which hopes to see 1,000 unemployed people taking training in the first year.

Dr Kennard is optimistic about the opportunities for local people, pointing out that the planned international banking centre at Canary Wharf will alone generate 58,000 jobs and the construction firms involved in the project have said they will take on people from the area willing to be trained, prior to work starting.

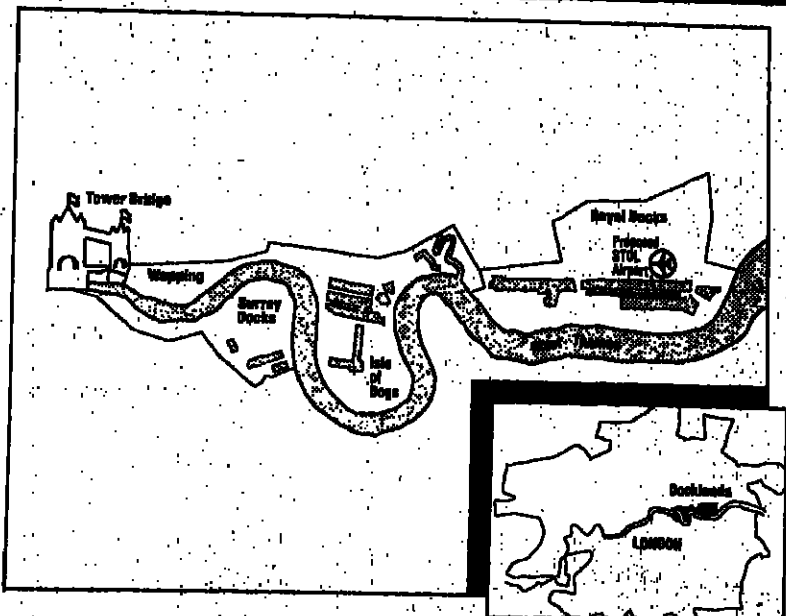
The network plans to reach people through newspapers, exhibitions and videos. Once its headquarters are built, next to its present Hackney College site, people will be able to walk in off Poplar High Street, or out of the Docklands Light Railway station for counselling and off-the-shelf computer learning packages.

High-tech skills will be taught and computer-based learning used to improve basic skills, with trainees being guided to choose an individual mix of modules that might include basic study, computer work and one of the colleges or universities in the regional network.

Dr Kennard does not underestimate the problems. As a former Tower Hamlets pupil and London taxi-driver, whose own route into education was through the Open University, he knows well the communities he is dealing with. Many people, he says realistically, are unemployed for a reason, and many others lack the horizons and confidence needed to seize opportunities.

For those who take what SKILLNET can offer there will be plenty of middle-ranking jobs, he predicts, involving the thousands of new machines and their complex electronic machinery. "My greatest problem by far is to raise aspirations without unrealistically raising expectations."

Yet the local communities have not to be convinced. At George Green's school the acting head, Mr Steve Rydon, says most people in the area still see the LDDC as "an undemocratic body flashing money around". And when it comes to jobs, "the general expectation is that most of the skilled jobs will be imported. It's only the unskilled jobs, cleaners and that sort of thing, that will be left for local people."



Boom town

The London Docklands area, which covers eight square miles of the city, running east from Tower Bridge, is being redeveloped with the aid of £200 million of Government money.

There are four main sectors: Wapping, closest to the City on the north side of the river, where development is late-advanced; the Isle of Dogs, containing the old West India and Millwall Docks, where some of the most spectacular development is taking place; the large Royal Docks area further east, where development is still in its early stages; and Surrey Docks, south of the river, which has also yet to see large-scale development.

The area's present population - 40,000 - is expected to rise by 25,000 over the next few years, and it is hoped that hundreds of thousands of jobs will be created.

Juliet Butler looks at how teachers in Russia are responding to Gorbachev's drive for initiative

Comrades urged to revolt at conformity

SOVIET UNION

Slava Gromadskii is a 15-year-old schoolboy from the Russian town of Belgorod. He studies well, is a political activist in his class and an exemplary pupil.

Well, almost. His big mistake, according to a recent report in the National Young Communist League newspaper, was in asking for a short-back-and-sides hair cut.

According to the school authorities, his new hair-do looked suspiciously similar to the decadent English "punk" style. Slava was accused of sporting an "apolitical" hairstyle - the final insult for all decent Soviet schoolboys - and told to mend his ways.

But now the Soviet media have taken advantage of the new mood of "openness" in the country to publish attacks on the stodgy conservatism which has bogged down generations of Russian schoolchildren.

The dean of an economic research institute recently commented, for example, that schools are run on a "bookkeeping" basis, with a "fetish" for incoming and outgoing accounts. As long as the required number of children pass the required number of exams, everything is presumed to be fine. "Paperwork," concluded the dean, "is deemed more important than real activity."

General Secretary Mikhail Gorbachev's recent campaign to promote initiative at work - "The most important task" for the Soviet Union today - starts in the school. Enthusiastic workers make for real progress, but too many factories are finding that school graduates are woefully unused to thinking for themselves.

"We're told to act like adults, but are treated like children," said one rosy-cheeked teenager during an unusually heated television debate. Teachers, pupils and Ministry of Education officials all joined in the fray to condemn "mark-manipulation" and the monotonous drilling of pupils in schools. An outspoken teenage girl claimed that teachers behaved more like militia guards than educators.

Misha, a 27-year-old left-handed artist, recalls that even since kindergarten age has been forced by teachers and parents alike to use his right hand to write and draw. "I had to conform," he says. "But now times are changing and educationists are recommending that left-handed children should no longer be 'retrained'. It's a step forward."

This week, the popular news maga-



Ties that bind: Pioneers line up in Red Square in honour of Lenin's birthday.

zine *Ogonyok* insisted that schools are over-regimented with the emphasis on "nyet" rather than "da". The hundred or so school rules and regulations cover every possible eventuality: Russian pupils are forbidden for example to ice-skate along railway tracks, run along roofs not specifically set aside for this activity, and play with firearms.

The *Ogonyok* reporter visited a Moscow school and discovered that pupils of all ages are required to walk around in pairs during breaks and are not allowed to loiter on stairways. One youth here was threatened with expulsion for not wearing the correct indoor shoes with his uniform.

"It is difficult to say," said *Ogonyok*, "whether these rules are more indicative of pedagogical narrow-mindedness or... the necessity to demonstrate authority."

Academician Alexandr Alexandrov regrets that pupils are expected to commit reams of material to memory and repeat it word perfect at the top of a ruler. "Children everywhere are learning material without understanding it," he complained, adding that under the new economic conditions "They will be required to understand technology, and this demands creativity - not cramming."

Teachers were rebuked in the edito-

rial of a leading educational newspaper for being content with boring, standardized lessons. "At first glance everything looks fine, both plans and classrooms are in order," said the newspaper. "But if one looks more closely, one sees that the most important thing - the child's interest in his subject - is absent."

In an effort to revitalize the school system, a brave new experiment was launched five years ago in a village school east of Moscow. Lessons have been shortened by 10 minutes and are conducted with an intensity guaranteed to hold the attention of the most invertebrate window starrer. Incongruous subjects such as maths and dance are sandwiched together "to tone the nervous system", as a recent report in *Pravda* put it, and classes are split up into discussion groups.

Not only do senior pupils act as "consultants" to their juniors, but at the beginning of the school year each teacher outlines the curriculum to his pupils - and then sits back and waits for their suggestions. As a *Pravda* journalist who visited the school noted: "The pupil is like a mountain climber who can see the summit and has to choose the best path up."

The pages of the Soviet Union's most authoritative teaching news-

paper, *Uchitelskaya Gazeta*, have been filled with articles advising teachers in normal schools to work in the Gorbachev-style - with drive and initiative.

One teacher, Yevgenii Belyakov, writes that he was unable to control a class of 15-year-old "problem" teenagers (without a helping hand from the school's PE teacher) until he hit on a way of using brain rather than brawn: he singled out the four toughest youths in the form and made them members of a "committee" empowered to keep order in the class.

Having thus shared out the responsibility, Belyakov claims that silence now reigns in his lessons.

A senior lecturer in a teacher training college agrees that rather than issuing orders, teachers should encourage a sense of "self-government" in class. He proposes that they offer "comradely criticism" to pupils.

But an *Uchitelskaya Gazeta* correspondent who visited a series of Russian schools to find out how "self-governing" they had really become, was disappointed to find no definite changes in the psychology of most teachers. He concluded that too many teachers are waiting to be told how to encourage initiative by "decrees from above".

Catholic teachers end first strike

CANADA

Catholic teachers in Toronto have voted to bring an end to the first ever school strike in the city.

The 5,700 teachers, who work in the separate (denominational) school system run by the Metropolitan District of Toronto, Ontario's largest school board, have accepted a deal worked out by a provincially appointed mediator after 23 hours of continuous bargaining.

The deal brings significant gains for teachers, including new formulae for seven sizes - one of the key issues in the seven-day strike which left almost all the 99,000 pupils without regular classes.

The school board, which faces a \$14 million (£6.3 million) deficit this year, had initially refused point blank to make any improvements. But it has now agreed to ease overcrowding by providing 125 more teachers in elementary schools, 16 for secondary schools and a pool of 25 teachers in addition.

Class sizes in the first three years will not exceed 30 and there will be a limit of 32 in grades four to eight. An escape clause would allow the numbers to be exceeded by 10 per cent in 2 per cent of the classes where there is overcrowding.

There will also be salary increases phased over five stages. New scales will range from \$22,000 to \$48,000 for teachers with specialist qualifications. Although the new average has not yet been worked out, it will be a substantial increase on the present figure of \$36,000.

Teachers who were last week dismantling their first strike headquarters were "obviously" relieved. "This has been a little unreal for some of us," said one of them. "The teachers' chief negotiator, Mr Arthur Witham, said that the settlement had not given them all they wanted but 'it's a step in the right direction'."

Frank Pedley

Illiteracy test shows the writing on the wall

Bill Norris on the latest study of adult reading ability

UNITED STATES

It is now official - or just about as official as it will ever be: 9 per cent of English-speaking adults in the United States are illiterate. For those whose native language is not English, the illiteracy rate climbs to 48 per cent.

These figures, just released by the US Census Bureau, are admittedly somewhat better than the widely accepted study published by the University of Texas in 1985. That found that 20 per cent of Americans were "functionally incompetent" - unable to read a newspaper advertisement or write a shopping list.

But the Census Bureau findings, based on a simple test, sought to establish the very lowest level of literacy. They magnify hugely the Bureau's previous estimate, made in 1979, that only 0.5 per cent of Americans over the age of 14 were illiterate.

The reason for the discrepancy lies in the fact that the 1979 study assumed that anyone who had completed five years of schooling would automatically be able to read and write. It is not so. Of those who failed the latest test, 6.8 per cent had a college education, 6.8

per cent had graduated from high school, 18.6 per cent had spent some time in high school, and 34.3 per cent had between six and eight years of schooling.

The test, the first of its kind conducted by the US Government, was given to 3,400 Americans aged between 20 and 40 in 1982, but the results have only just been assessed. The extrapolated percentage of illiterates may still be an underestimate, because a further 800 men and women refused to undergo the exam. Officially, the margin of sampling error was between 1 and 2 per cent.

"One could easily make a case for a higher standard of literacy," said Robert Barnes, acting director of the Education Department's planning and technical analysis division, who supervised the project. "When I look at the

test I almost think I could pass it if it were given in Egyptian hieroglyphics. I wanted a conservative estimate. I didn't want to be accused of setting too high a standard."

He added: "I could imagine giving people a three-page test and asking them to write a one paragraph summary, and having a result of 85 per cent adult illiteracy, including college graduates. So I don't think we have found the right number. I think we have found a floor."

The Census Bureau set a multiple-choice test. Participants were asked to choose the best of four possible meanings for a specific word or phrase in a sentence. One problem: read "The patient has the right to ask for information about his sickness." For "sickness" the test offered four potential synonyms: "benefits, business, expenses, or illness."

Another section of the test required people to select the best word or words to complete a sentence. For instance: "Don't allow your medical identification card to... by any other person." The choices for the missing phrase

were: "be used, have destroy, go lose, get expired."

A score of 20 correct answers on the 26-question test was considered an indication of literacy. If that requirement had been increased by one, Mr Barnes said, the estimate of illiterate adults would have gone up "considerably".

The validity of choosing such an arbitrary standard, however, has been challenged by Professor Jeanne Chall, director of the reading laboratory at Harvard University. "Twenty correct answers should be equatable with a specific reading level or explainable in terms of real things they may read, such as specific newspapers or magazines," she said.

Getting the exact number of illiterate people right, she added, was far less important than recognizing the existence of the problem. "What does it matter if there are 10 million or 20 million complete illiterates? We're not even taking care of a small fraction of them. It would be nice to know how many there are, but it doesn't matter. There are just too many."

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SCHOOL TRAVEL SERVICE

An unlikely pair of politicians has taken charge of the French education system. He is a former industrialist and one-time garage mechanic and she is a patrician academic. Reports by Mary Follain.



Michèle Alliot-Marie... bon chic, bon genre

A true blue who used to be green

1968 was a turning point in French society and in the life of the new junior minister for schools, Mme Michèle Alliot-Marie, who was reading law at the Sorbonne where it all started.

Although she agreed with some of the ideas of the time, she was shocked by the violence and the more outrageous proposals for student power. She was involved in the 1968-69 strikes, but she was not a member of the *gauche* student movement.

When she came to work in the Ministry of Education, she found herself in a public, in one of the toughest schools imaginable - getting her unfashionable views across to noisy hordes of revolutionary students.

"I didn't care about politics before that. I was so green, I nearly flunked my degree because I put politicians in the wrong parties. But I felt I had to take part in the transformation that was taking place in French life."

Since then, she has acquired an impressive string of degrees, including two doctorates (*DEA*), one in politics and the other in law, and a certificate in African law and economics.

Her father is mayor of Bordeaux and a former *deputé* and her husband is a university professor who was principal adviser to a previous education minister, M. Edgar Pisani. At 39, she has only just made her debut in the National Assembly, but she is no newcomer to the corridors of power, having worked as an adviser to several ministers dealing with French overseas territories, tourism and civil service administration.

She continued lecturing at Paris 1 (Panthéon-Sorbonne) during this stage

in her career, although she had to give up teaching temporarily - in the interests of personal safety - when she became head of the unpopular Mme Alice Saunier Séité's private office in the late 1970s.

Two days after moving into her new office, she was the victim of a violent attack. She was badly injured, but she was not deterred.

She looks like the epitome of what the French call *bon chic, bon genre* (good taste and elegance). But Mme Alliot-Marie's looks and charm belie her efficiency. M. Jacques Chirac, France's new right-wing Prime Minister and mayor of Paris, for whom she has worked since 1981, made her general secretary for education for his neo-Gaullist RPR (*Rassemblement pour la République*) and she is principal adviser of the combined RPR and UDF (*Union pour la Démocratie Française*) election education platform which she is determined to see implemented.

Her appointment as junior minister responsible for schools may reassure those teachers who are dismayed to find they now have a former garage mechanic and industrialist as Education Minister - 66-year-old M. René Monory - even if he was Finance Minister to M. Valéry Giscard d'Estaing.

M. Monory has already upset right-wing supporters by promises of moderation and they are hoping. Mme Alliot-Marie will prevail on him to push ahead with promised reform. The tandem is a mixture of other combinations of die-hard reformers and more moderate partners in Prime Minister Jacques Chirac's brand new Government.

New education minister goes 'bac' on his word

Despite repeated assurances that he would not undo the largely popular reforms of his socialist predecessor, France's new Education Minister, M. René Monory, has started to do just that. He has issued a communiqué announcing the repeal of M. Chevènement's important reform of the lycées, aimed at breaking the stranglehold of mathematics on the curriculum.

The lycées (sixth-form colleges) were due to start preparing in September for the eight new *baccalauréats* that M. Chevènement introduced just before the French elections. But they will now continue with the present series until M. Monory produces his own version.

The announcement is doubly surprising since no repeal of the lycée reform figured in the Right's election platform. However, Madame Michèle Alliot-Marie, now junior education minister, had been very critical of the proposed new "bacs" when she was the education secretary of the RPR (*Rassemblement pour la République*).

M. Chevènement was right to condemn the predominance of maths in the lycées and its increasing use and abuse as the sole criterion for selecting the brightest students in secondary and higher education, she said.

She also conceded the need for new curricula to help rehabilitate literary, scientific and technical studies. "But," she objected, "he has taken the easy way out by simply reducing the number of hours of maths (thus pleasing parents and pupils) and has not improved the other courses - he has even cut foreign language classes, which we need badly."

In his communiqué, M. Monory says more thought needs to be given to the various lycée courses, especially to their links with higher education, where the new Government also plans to undo recent reforms.

However, M. Monory says he intends to stick to M. Chevènement's aim of having 80 per cent of the age group educated to "bac" level by the year 2000. And he will go ahead with the introduction of the 50 vocational "bacs" created last November to help achieve it.

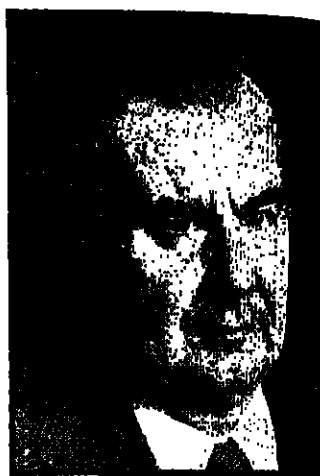
As a deputy head, I am involved with the professional development of student and probationer teachers, and spend a considerable amount of time in other aspects of staff development. This year I have been seconded from school to broaden these activities, so I believe I may speak from a fairly wide perspective.

What struck me during the recent course was the contrast between the level of responsibility and autonomy afforded the young supervisors, compared with that available to teachers at a similar stage of their careers. Such comparisons account in some measure for the differences I observed during those three days.

I was impressed by the quality of the training being offered to these supervisors, but was especially struck by the vigour, energy and competence of the course members. I was aware of the sense of purpose, of dynamism, of drive, and of community which motivated them. They were being given encouragement to succeed in their employment - and succeed they surely do.

These young men and women (some only 23 or 24 years of age) were confident, smartly dressed, ambitious, widely conversant with their company's policies, practices and personnel; they were thoroughly enjoying their working lives and were secure in their prospects. Would that description be used for any group of young teachers? I do not believe so.

If that sounds as though I am criticizing our junior colleagues, let me hasten to correct the impression. I am full of admiration for them: for the way they doggedly persevere to maintain their own sense of purpose; their refusal to be demoralized by their low



René Monory

The main teaching unions, who disapproved of the latest lycée reform, have condemned the lack of consultation by M. Monory. But the right-wing secondary education unions say they are delighted.

Preaching the Bible and the basics

NORWAY

An uneasy truce has been agreed between Norway's main teaching union and the Ministry of Church and Education over proposed national curriculum reforms - but the threat of disruption this autumn remains.

The Oslo Government faces widespread opposition to the proposed curriculum reforms. The teachers' union, the *Norsk Lærerforbund*, is particularly angered by what it sees as a crude party political attempt to introduce more emphasis on basic skills and Christian beliefs - associated with the right-wing coalition's ideological stance - into schools.

Per Wøien, the union's leader, said the teachers had already achieved some of their principal demands. He was satisfied they would now get extra time to hold planning meetings during the working week and that further funds had been found for new teaching resources and in-service training.

But he added: "We are still not happy with the general framework. There is much with which we can find fault in the proposed new curriculum plan."

The Education Minister's Christian People's Party has always stressed that greater prominence should be given in comprehensive schools to providing a basic Christian education and training.

The draft version of M83, drawn up a year ago for discussion by the comprehensive school council, presented a liberal view of religious education in the spirit of the original *Minsterplan M74*.

It proposed that both Christian and humanistic values should be juxtaposed in a worthwhile curriculum. However, the ministry's version pushes out the humanistic elements while stressing that the comprehensive school must assume responsibility for teaching "Christian beliefs" - "morals" and "the basic common values and goals in our culture."

One critic wrote in the teachers' union newspaper *Norsk Skoleblad* that this was the way to re-establish the old teaching style of the religious crammer.

Instead of an open form of religious education aimed at including all pupils no matter what their background, the new plan would differentiate between them and increase the stress on unquestioning obedience.

The Conservative Party has always said that schools should put greater emphasis on pupils acquiring basic skills, and that these should be assessed by reintroducing a full marking system in the comprehensive school.

So the ministry has proposed that schools must concentrate more on basic subjects and subject-based knowledge. It is recommended that Norwegian, mathematics and English there should be a series of annual curriculum plans, arranged in block year stages and common to all schools.

The extra time needed for the subjects will be taken from the public optional curriculum and class contact time. This, argues the union, together with the national system of grading pupils' marks, will considerably reduce the autonomy of individual schools and children.

The union is also concerned by the Conservative Government's obsession with getting value for money from education sector. The ministry had originally set aside £33.8 million over four years to update and upgrade the curriculum and finance in-service teacher training. This has been increased in the recent negotiations to £35.2 million over three years. But the union considers such a sum to be totally inadequate and refers to one of the Government's own committees which estimated that £81 million would be needed just to meet the replacement for new books.

Mr Wøien claims that the book made available will only be enough for each school to buy each pupil a book and for each teacher to get one day's in-service training.

It is no wonder that the union has warned: "No plan is better than the resources that are put into it. We have had enough of wonderful plans. As long as there is a lack of resources, the only result will be more frustrated teachers."

Teachers stand to get only one day's training for the new curriculum.

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What teachers can learn from management training

Sir - My recent attachment to a short probationer training course run by a large commercial organization for its supervisory staff prompts me to make some observations.

As a deputy head, I am involved with the professional development of student and probationer teachers, and spend a considerable amount of time in other aspects of staff development. This year I have been seconded from school to broaden these activities, so I believe I may speak from a fairly wide perspective.

What struck me during the recent course was the contrast between the level of responsibility and autonomy afforded the young supervisors, compared with that available to teachers at a similar stage of their careers. Such comparisons account in some measure for the differences I observed during those three days.

I was impressed by the quality of the training being offered to these supervisors, but was especially struck by the vigour, energy and competence of the course members. I was aware of the sense of purpose, of dynamism, of drive, and of community which motivated them. They were being given encouragement to succeed in their employment - and succeed they surely do.

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If that sounds as though I am criticizing our junior colleagues, let me hasten to correct the impression. I am full of admiration for them: for the way they doggedly persevere to maintain their own sense of purpose; their refusal to be demoralized by their low

standards of living (and I have known probationer teachers to be without food for a week before their next pay cheque); for their enthusiasm for their subjects, their pupils, their "calling" - in the face of apathy and frequent put-downs on the part of more senior colleagues.

I have been particularly saddened this year by the experiences which trainee teachers have reported during their school attachments: keen, well-prepared youngsters being told "I've tried that and it doesn't work"; or "Why bother to come into this job?" are typical staffroom remarks.

Of course, this is a difficult time to be entering teaching. But has it genuinely ever been a much better climate for the new entrant? What concerns me is the assumption that however good they may eventually be recognized to be, for a "proper" amount of time they must fulfil a "seen and not heard" role in the staffroom or the departmental meeting; "put in their time" before being given any kind of responsibility or recognition. The contrast with the experience of those supervisors is marked.

Another difference between the two working environments was also apparent. Appraisal - that word from which so many of our profession recoil - is a normal, everyday fact of life for many other sectors of employment. The ease with which my fellow course-members carried out a variety of appraisal activities and exercises demonstrated the differences far better than any discussion could illustrate.

Not only were these people used to regular appraisals in their departments: they take it for granted that career progression will be related to such appraisal. During the course, these employees exhibited an impressive skill in evaluating their own and each other's (and my!) contributions in an unthreatening, constructive and accurate manner.

I agree that in those local authorities where there is no specific provision (other than perhaps some home tuition), a statement could ensure something more appropriate. However, statements do not happen overnight and if, as in my experience, most girls do not reveal their pregnancy until quite late, then many would have had their babies and passed the statutory leaving age before the statement was completed.

In this authority, we have thought quite carefully about provision and have a unit, centrally located, to which all pregnant girls/young mothers are referred. Prior to entry, a team consisting of senior medical officer, educational welfare officer, social worker, unit tutor, school representative, plus educational psychologist and area leader, special education support service if appropriate, the girl and her parents plan the most appropriate provisions immediately and after the birth of the child. (This need not necessarily mean a place at the unit.)

In addition to the expertise represented at the planning meeting, we have a named health visitor, hospital midwife and careers officer who can also be called upon for counselling and advice. All these people participate in a "rolling" programme of talks, films and discussions aimed at preparing the girl for the birth of her baby and helping her to cope once she becomes a mother. Advice and support is available to girls even after they have attained statutory leaving age.

Our feeling at the moment is that a statement would not necessarily provide anything additional. However, girls who are not in their final year of schooling or who already have other educational needs would be assessed under Section V with a view to safeguarding their future needs in a statement.

Our experience is that the vast majority of schoolgirl mothers are in their final year of education when they become pregnant. Because many have already shown disenchantment with school, absence is not always noted and followed up, so the opportunity to provide appropriate education is missed.

While agreeing that each girl who becomes pregnant while at school must have her needs met individually, the greatest help for these girls is an authority-wide initiative involving all the appropriate agencies. This must be backed up by a sound referral system which is thoroughly understood and used by all schools and any others who may come into contact with a pregnant girl.

This need not cost any more than the daily provision of two hours of individual home tuition. In this authority indeed, the cost has been considerably less.

J. BUNTING
Area Leader/Home Tuition Co-ordinator
North Tyneside
Special Education Support Centre
St Peter's Road
Wellhead
Tyne and Wear

PHILIP NEAL
20 Kington Drive
Four Oaks
Staffordshire

John Walcott



Kwame Nkrumah

White friends

Sir - I note that Mr Shahid Ashrif (*TES*, April 18) declined to be specific about the "myths" he accuses me of peddling in Scotland and in England.

Does Mr Ashrif think that my primary and grammar school teachers were so "idiosyncratic" that publishers

produced books for them alone? I suggest he looks at textbooks like Haggard's *Adventure of Man* and *The Junior Outline of History* by I O Evans which were vastly popular in British schools between the wars.

The race industry rightly deplores the use of stereotypes applied to people, yet constantly resorts to them itself. Mr Ashrif seems to see all British people as flag-waving imperialists. I can assure him that huge numbers of us were as strongly anti-imperialist as he would like to think himself to be.

In his autobiography, Kwame Nkrumah pays tribute to the many white friends and comrades who assisted him in London with the anti-imperialist West African National Secretariat he founded. On returning to the Gold Coast (as Ghana was then) in 1947, he writes: "It was not a happy parting for me. I had thoroughly enjoyed my stay there and had become extraordinarily attached both to the country and the people." But Mr Ashrif sees us all as racists.

TOM HASTIE
74 Monthorne Road
Battersea
London SW11

Out of touch

Sir - We warmly support the article by Joe Collier and Margaret Henry (*TES*, April 11). One of the main casualties of the prolonged teachers' action has been contact with parents. At our son's school, there have been no parents' evenings and no reports to parents for nearly 18 months. We feel increasingly bitter about our exclusion from our son's education.

The notion that forming a partnership with parents is some kind of optional extra is educationally indefensible. It is also tactically foolish. Without parental support, the teachers' case has little chance of success.

The main effect of these tactics so far has been to drive those parents who can afford it towards the private sector. The "New Right" is now claiming the "parent power" vacuum, by adopting this slogan as a tool for dismantling comprehensive education. If they are to be thwarted, teachers and their unions must urgently review their tactics and find ways of working with parents rather than, seemingly, against them.

GILL and TONY WATTS
1 Clarendon Road
Cambridge

ZZZ

(i.e. esp. prolonged/interj. - used as a visual representation of sleep or snoring esp. in cartoons (limit of snoring).)

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Child abuse: first consider the issues

Sir - The National Association for Pastoral Care in Education seminar, "Child Abuse: The Educational Perspective" investigated many of the issues raised by S W Hannath (Letters, TES, April 4), and his experience reflects many concerns expressed at that seminar.

□ The current over-emphasis on child sexual abuse to the point where other, equally critical, forms of abuse are neglected.

□ The belief, by some, that child abuse means sexual abuse.

□ The poor levels of training for both teachers and local education authority staff, which leads to the propagation of such misplaced views about its nature and extent.

□ The hurried panic to discover an educational response, often resulting in the inappropriate use of the limited materials available, by inexperienced staff, without the proper levels of support for teacher, pupil and family.

□ The absurdity of seeing schools and teachers as necessarily the appropriate agency to deal with the question. Professional groups, used to working with clinical cases, accept the need to operate within a multi-agency support group. The same must be true of teachers.

NAPCE continues to explore this difficult and delicate field. Mr Hannath is right to question the role of teachers and schools. We are currently setting up a research project to investigate these very issues. While advising caution to teachers, schools and local education authorities, we would be very interested to hear in more detail from S W Hannath, Wiltshire Education Authority and indeed anyone currently doing work in this field within the educational sector. Our work is being fed back to the Department of Education and Science through HM Inspectorate since this question has implications for national educational policy as well as local.

Child abuse is an important problem that has implications for schools. There probably are proper educational responses, but, like all difficult areas of our work as teachers, the issues need careful consideration and systematic investigation before we launch, wholesale, into this minefield.

PETER MAHER
NAPCE National Secretary
Langdon School
Sussex Road
East Ham
London E6



Teachers' role

Sir - I have some sympathy with S W Hannath's position about child sexual abuse and the heavy and probably unrealistic responsibility of educating parents in this difficult area.

I do, however, think there is a strong case for educating school teachers in some basic awareness and information about possible sources of action and support. A class teacher has an on-going relationship with her pupils and will often notice something is wrong.

Children who are victims of sexual abuse may give out signals in the form of psychosomatic symptoms, withdrawal and throwaway remarks which a sensitive teacher can pick up and provide an opening for the child to

disclose. The teacher needs to know how to give caring support to the child and what practical steps to take.

The problem is that, if we are honest, most of us would prefer not to know and we need some help in facing the whole issue. This is where training is invaluable so staff can share their own fears about the subject and practise some skills in responding to signals and dealing with children who are victims. Together with other organizations the FPA educational unit is now offering training in this field.

BERYL HEATHER
Director of education
Education Unit
The Family Planning Association
27-35 Mortimer Street
London W1

Good experiment

Sir - Responding to your lead "Department of Education Ideas" (April 4) may I say that there is nothing new in the idea of a limited number of state schools under the direct control of the Government. I made such a proposal last year in Policy Statement 70, *Technical Schools: a tale of two countries*, for the Centre of Studies and claim no originality about the idea from Brian Jackson's *Streaming: an education system in miniature*. The idea in both cases was to set up schools with a difference to serve as an experiment and had nothing to do with centralism.

The setting up of experimental alternative schools is urgent and cannot wait upon local government. The American experience is a good one, then, in addition to technical schools with special profiles (design schools) and schools devoted to basic education should figure in any experiment. In the case of basic schools I hope in the US was that if the schools were successful they would affect normal practice and eventually become superfluous. But with Magnet schools it was hoped that a successful experiment would result in the spread of variety and choice throughout the whole system.

I agree wholeheartedly that experimental schools should not be significantly more to run than ordinary schools, although some extra initial cost might be justified. Judging from the basic education and the Magnet schools movements both have proved more efficient than their normal alternatives and there is little doubt that there are more efficient alternatives to our present arrangements.

FRED NAYLOR
2 Kingsdown House
Box Wills

In the final analysis that school is mine... I said that's how I want it done and that's purely mine... When I said I want the children in groups they went in groups... Streaming went - that was another thing I changed immediately. I didn't even have any discussion about that. Streaming is going I said... I want the teachers to be afraid of me. If I give them the toy of democracy it won't work...

These quotations come from interviews with primary heads for my MA thesis on change in primary schools. They illuminate a trend that is gathering pace - a trend towards greater autonomy in primary schools.

They come from heads of progressive, child-centred schools that have adopted much of the thinking about curriculum of the past few years: lively creativity in art and language and problem-solving skills in Craft, Design and Technology and mathematics. As one of the heads said: "I want kids who'll think, who'll make decisions..."

They come from schools where the children are arranged in groups, allowed to negotiate with each other meanings and even social realities; where constraints like streaming are forgotten. And yet, while the children are handled democratically, the teachers are treated as people who would mess things up if given "the toy of democracy". The gap between the autonomy these heads want for their children, and the blind obedience they want from their staff suggests a massive flaw in their thinking.

If you are a teacher who runs a class just so because the head tells you to, how can you teach children to interact democratically? It's like teacher-educators didactically teaching us to be non-didactic. It is time that heads and others in authority noticed this gap, and began to draw on the ideas in the teachers' heads, and not just their own.

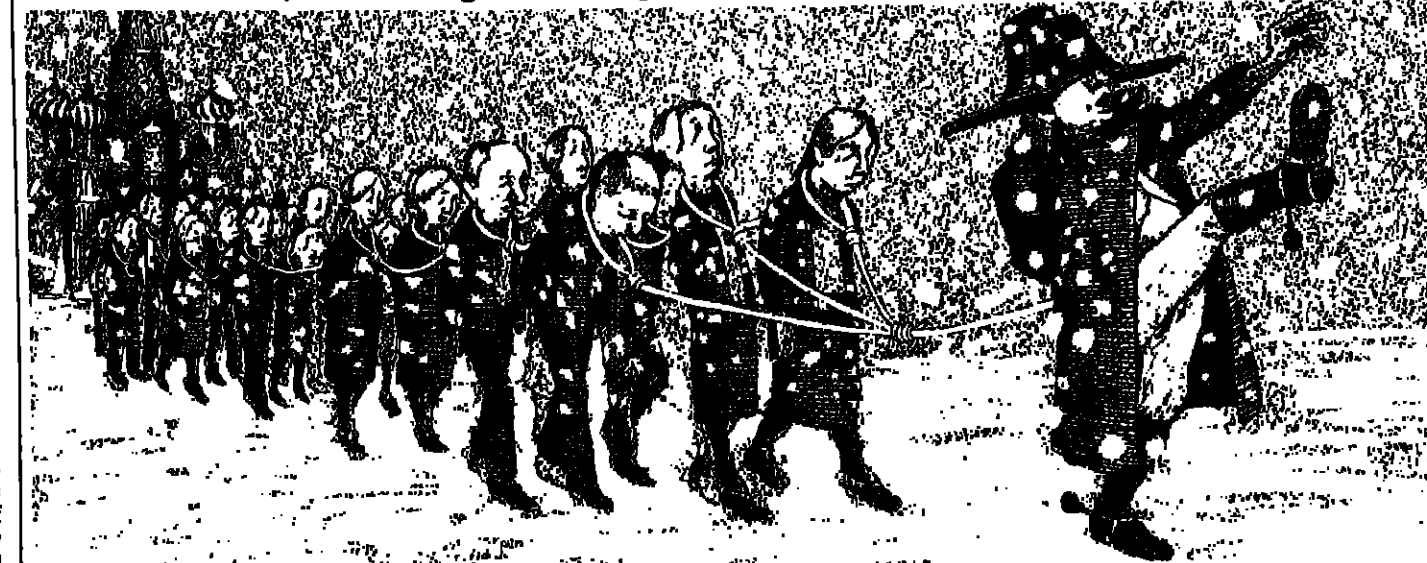
There are, of course, subtler forms of autocracy too. One head said to me that he "walks around the school and says, 'That's good, let's share that in assembly!'". Another head saw himself as essentially a teacher, and explained: "Anything I can pour in, in the way of poetry, music, art, writing... I did it... by teaching alongside the teachers..." One of these teachers said: "I felt like a sponge soaking it all up... he did it all by himself."

Because the heads teach and encourage, they seem less intimidatory than the examples quoted first. But what about that Godlike tone in "That's good", so reminiscent of "He looked on all that he had made..."? There's an autocracy here, every bit as heavy as the earlier examples quoted.

It is a micro version of the centre to periphery model of innovation of the 1960s. The head is the

Master under God

Even progressive heads seem to expect blind obedience from their staff, Fred Sedgwick complains.



humming (one hopes) research centre, the staff a meek, receptive periphery - the sponge.

The problem with the head teaching by example is that so many wrong ends of his sticks are likely to be picked up. If he is an enthusiast for, say, maths, no amount of working alongside his teachers will get across the reasons for his (possibly very different) approach. Mere observation of good practice isn't enough, because teaching is much more than a skill to be assiduously acquired.

As John Elliot has said, it is an activity packed tight with questions dying to be asked and argued about. What follows from that is that teachers need the opportunity to talk about their practice in a non-authoritarian atmosphere as secure as the one their progressive heads are giving the children. The charismatic head is as autocratic as his colleague who frankly withdraws "the toy of democracy" from his staff.

I was very struck during my collection of interviews how the most autocratic heads were easily the most fluent talkers. And then I heard a lecture by an adviser. She spoke, unhesitatingly, for 90 minutes, to a group of teachers at the end of the school day, using her naturally very positive tone. When she asked for questions, no one had any.

There were, it seemed to me, two reasons for

this. One was that to have questioned would have been to challenge authority. And the second was that we were out of practice.

Fluency, as that adviser knew, is a means of control. That was something that autocratic heads are aware of, too. As long as they are in full flood, no one will interrupt. But education is about dialogue. As Socrates said: "Oratory is a spurious counterfeit of... the art of government." Fluency is false coin, and the head who is a muted demagogue is not really teaching at all, but attempting conversions.

It would be disingenuous to pretend that democracy doesn't have its problems. Most teachers (like most pupils) are contentedly conservative. But the answer to this dilemma isn't to drag teachers into innovative ways. Autocratic change is like seed sown on stony ground, springing up and then choked by all kinds of factors, not least change of managerial personnel.

And innovations imposed are hardly innovations at all. The Department of Industry said: "Thou shalt have micros", and we all have them. But little innovative work goes on. "Computers", wrote Mark Corner in *The Guardian* recently, "never ask why, they just know how to do things." Quite. They whipped much of our maths back to arithmetic and our language to games of

Hangman.

The answer is for teachers to educate themselves in the essential controversy of education. One of the heads quoted encouraged voluntary groups of teachers to meet in lunch hours to discuss as frankly as professional nervousness would allow classroom practice.

This democracy led to the slow adoption of change in her school - the acceptance of the centrality of the child, for example, and the imaginative use of the open-ended computer programme; and a new vitality in children's writing. All the teachers had the opportunity to offer curriculum ideas, and many took it.

Democracy, being concerned with the roots, can offer rooted change. Autocratic change is shallow and grudging. Whichever top-to-bottom style is used, no chance is given for the teacher to contribute from the depths of his/her creativity and imagination, and this state of affairs is wasteful for our children and frustrating for ourselves.

Fred Sedgwick is head of Downing primary school, Ipswich. His first collection of poems *The Living Daylights* is due from Headland Publications this spring.

Misleading

Sir - My attention has been drawn to the article on page 3 of *The TES*, March 21. The headline and the two main statements in the article are a gross distortion of what I said.

My article was about the need for a more balanced view of the role of the teacher in a multicultural society. It was not about the need for a more balanced view of the role of the teacher in a multicultural society. It was not about the need for a more balanced view of the role of the teacher in a multicultural society.

decade of little progress". The phrase "artificial tolerance" referred to relationships between "too many pupils and staff" and not to relationships between staff and pupils. It was not about the need for a more balanced view of the role of the teacher in a multicultural society. It was not about the need for a more balanced view of the role of the teacher in a multicultural society.



Felicity Taylor

Labour gag

Sir - It is a bit odd to see *The TES* carrying party political commercials on behalf of the Labour Party (April 25) at a time when the Labour group at County Hall is doing its best to ban the paper from every London school.

TES readers may like to know that if Anne Sofer and I are elected (and in spite of Bert Lodge's partisan comments we stand a very good chance) we will oppose political censorship in education whether it's newspapers or peace studies from whatever quarter. Can the Labour candidates say the same?

FELICITY TAYLOR
(Hamstead and Highgate Alliance)
10 Brookfield Park, NW5

New money

Sir - Sir Keith Joseph and Chris Patten see the use of Education Support Grants as a direct way of improving standards in schools. The intention is to see that some at least of the general education grant is used for specific purposes. However well intentioned this approach may be, unless these grants represent new money then it will merely serve as a device to redistribute existing inadequate resources. It will further remove from local education authorities their freedom to allocate resources according to their perceived local needs and priorities.

Eighteen months of dispute in schools have raised the awareness of more parents about the lack of books and equipment in many schools and by how much schools depend on the goodwill of teachers to function even at the most basic level. The era of cheap education is at an end and the economic survival of Britain depends as much on its investment in education as it does on its investment in industry.

Tinkering with the allocation of money via Education Support Grants is meaningless, serving only to divert resources to areas of education. What is needed is a massive injection of money - to repair schools, to pay for good teachers and to provide adequate books and equipment.

The awareness of the current problems in education by the electorate has been recognized by the Government and will no doubt lead to increased

expenditure on education in time for the next election. However, it is unrealistic in the face of competing priorities for national resources to expect education to recover from a decade of public expenditure cuts overnight.

What is needed is a strategy for developing a partnership between schools, parents and industry to improve the conditions and resources in all state schools, not just those in the more affluent communities.

More encouragement must be given to industry to increase its support for education and it is hoped that the changes in the recent Budget will make company giving much easier. Already more firms have expressed an interest in joining the Industry Curriculum Award scheme organized by the Centre for the Study of Comprehensive Schools and currently funded by British Petroleum and British Telecom. So far, over £40,000 has been provided to support 70 curriculum development projects over the last three years in comprehensive schools. With 200 detailed requests for funding this year, CSCS is unable to meet the demand for schools without further support from industry. Perhaps Sir Keith Joseph or Chris Patten could encourage industry to contribute more to schools in the way of support grants.

ROY COOKE
Deputy Director
Centre for the Study of Comprehensive Schools
Wentworth College
University of York

The Certificate of Pre-Vocational Education was launched in 1984, when the chairman of the Joint Board responsible for the new qualification explained that it was for those "who do not wish to take the GCE A level examinations or follow a purely vocational course". The definition of the target group is now much broader and CPVE is taking on a new significance.

A recent statement from the Business and Technician Education Council (BTEC) circular 15 suggests that from 1986 CPVE will be the only full-time route to BTEC certificate and diploma courses for 16-year-olds with modest O level and CSE results. These far reaching changes have been made with virtually no reference to those who have to deliver these courses.

There is no doubt that genuine concern about those who slip through the educational net is part of the driving force behind CPVE. But the desire to do something to help those who have not been well served by the education system must not lure us into acceptance of inappropriate, ill-designed and even damaging, solutions.

What are we to make of course material which proclaims that one of its core competencies aims "to develop ability to make critical judgements in expressive areas by applying basic criteria for appraisal in aesthetic areas"? Or what do we expect on learning that the students will be required "to talk appropriately in a range of situations by asking relevant questions to elicit information and seek clarification". ("Got the time"? "What?")

It is not just a matter of the occasional slipshod sentence. The whole of the so-called core competencies are littered with the same sort of thing and, given that the majority of the intake will be students of low attainment, many of the science and technology competencies are simply unrealistic in so far as they make any sense at all.

Turning to the modules, which will form the backbone of the programme, things look little better. Those that we are competent to judge show signs of having been written by people without specialist knowledge of the relevant disciplines. Thus, in physical/science students "determine" Hookes law. Now, one can check

New holes in the net

David Pavett and Colin Everest are not impressed by the latest developments in the CPVE.

corroborate, examine and apply Hookes law but one thing that you cannot do is "determine" it.

The electronics module is so vague, it is barely credible. Students will be required to "use tools and equipment efficiently" and "apply circuit theory in practical situations". Many objectives are unrealistic and on any sensible interpretation the module could not be adequately covered in the time available, even with A level students.

The confused and confusing language of CPVE material is a warning sign that the Joint Board is very far from having a clear view of what it is doing: there is little evidence of a well-thought-out approach to the needs of the target population.

The Further Education Unit recently published *CPVE In Action*, a report on the pilot courses of 1984/85. Those who have read the so-called pilot studies in the *CPVE Handbook* may look to this volume for details of the content of such courses and the careful evaluation of their worth, both of which are missing from the handbook. But they will be disappointed.

It is clear that the evaluation involved considerable efforts: 541 teachers involved in the schemes were interviewed on two occasions, which at first sight, seems impressive.

A closer look though, reveals the same lack of both clear concepts and rigour which permeates CPVE material. The value of the book as a serious evaluation is illustrated by the information on the external examinations which many of the students did as "additional studies". There is copious detail on the numbers who sat various examinations. What we are not told is what results they obtained.

Nowhere does the Joint Board give details of

the assessment criteria that will be required if CPVE is to achieve its stated goal of being a qualification with national currency. The terms "criteria" and "assessment" are well to the fore in CPVE language but readers will search in vain for detailed guidance on these.

A senior Joint Board official, addressing a group of teachers in Hounslow, recently said that the Joint Board has not yet worked out the criteria on which assessments are to be based and moderated. In response to the evident concern that this produced in the audience he said: "You must trust us."

Given the lack of assessment criteria it is difficult to know what to make of the attempt in the report to evaluate the pilot courses. For example, in paragraph 47 it is stated that most of the core objectives "were achievable by students with moderate learning difficulties". Since there are no criteria and no guidance as to "level, depth and breadth" we can make no sense out of such comments.

In the evaluation section (para 50) what we get are purely subjective comments such as "These objectives appeared to be covered in their entirety by most teachers..." and "Our wider evaluation reinforced the conclusion that this core area generally was being addressed by most teachers, using a variety of strategies." Again, no indication of the standards expected or achieved.

Most of the report consists of unorganized data and unsubstantiated assertions. On the question of teaching strategies (continually confused with learning strategies) we are told that motivation is increased by integration of different subject areas. No evidence for this is thought to be necessary, which no doubt explains the complete

lack of comparison with the data from, and experience of, those courses which CPVE is replacing.

The recommendations which arose from the "evaluation" of the pilot schemes are couched with "advice from the pilots" and both are mostly banal ("Don't assume that the whole team understands CPVE jargon") or unrealistic ("Don't regard CPVE as a low-level course"). Moreover, most of the recommendations do not arise from the pilot evaluation at all, but were a part of the CPVE approach from the outset.

We are puzzled by the invitation that we make up our own assessment and grading criteria "in the light of Joint Board publications". We would be very pleased to be told just which publications are being referred to here.

The style and tone of all the CPVE booklets we have read suggests that they are presenting progressive and liberal ideas. More careful consideration shows that to be far from the truth. Hidden behind the plethora of jargon is, at best, a lack of substance and, at worst, a reduction of education to the worst sort of narrow job training, faddism and time-serving.

Whatever these proposals represent it is not curriculum development. Nevertheless the scheme is loose enough for real progress to be made as courses are updated and replaced by new ones. It will require more thought than the Joint Board so far appear to have given the matter if this is to happen.

David Pavett and Colin Everest are lecturers in the science department at Hounslow Borough College, London.

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Concentrating the minds

Nick Baker reports on Bromley's efforts to interest the ablest pupils in science and technology.

How much caffeine is there in a tea bag? What use is a torch and a drinking straw in the training of a disobedient blowfly maggot? And more importantly, why do some areas of manufacturing industry fail to attract those highly qualified in science and technology?

These were just some of the questions addressed by the seventh annual London Borough of Bromley science, technology and industry seminar, held with the help of the Royal Institution for five days of the Easter holiday. What was on offer to the 200 third-year pupils from the borough was a well-stocked department store of practical science, technology and industry emphasizing the fun aspect of learning. Groups were small and the opportunity to use fairly sophisticated hardware large. And like any good department store, there was a fair degree of choice.

The seminar was staffed by 30 teachers with the help of sixth formers. But it was not open to all comers – only the top 15 or so per cent, selected from Bromley's (mostly single sex) comprehensives and two grammar schools. And while the wide range of experiments and activities all involved children enjoying themselves, some – but by no means all – were designed to tax only the minds of the ablest.

The work that stretched the children's ability and concentration the most was in the two to three-hour practical science sessions, split into chemistry, physics, biology, microprocessor control and technology. In each section, there was a fair amount of choice about how much ground to cover. For example, in the chemistry section, if you wanted to try the tea bag test, you had to commit all your time in the lab to the one experiment rather than choose from two or three equally attractive sounding others.

Microprocessor control looked at programming for robotics and digitizing video signals, biology offered a range of experiments based on the body, and gave Bromley's young botanists their first encounter with dissection. In physics, there was a practical electronics block, a microprocessor control and a section on the principles of the internal combustion engine.

The technology section offered no choice, but a large challenge. Given a kit of balls and glue, teams of pupils had to construct a rubber band/balloon powered craft to take place in competitive trials for staying power and good looks.

In this section, based at Darrick Wood School in Orpington, there was no attempt to "package" the sections into a coherent whole. The intention was to allow the children the maximum choice and the maximum amount of time possible to experiment in areas that might be new to them.

The organizers' intention was to make the work relevant, accessible and fun, while stretching the pupils' understanding and skills in non-syllabus-based work. The intention succeeded. Able children can make prodigious headway in, say, computer programming or electronics, given three hours and the appropriate equipment, backed up with close tuition where needed.

One of the original intentions of the yearly seminar was to help third years make an informed choice of science options at examination level. This aim has been eroded somewhat, as option choice takes place earlier and earlier in the school year. Nevertheless, a number of children I spoke to had had their original choices confirmed by the experience of the week, while a smaller number were all set to return to school to ask for a change in their options, having discovered for themselves the joys of practical electronics, physics, or biology.

A key element in the week (which also provides a day at the Royal Institution in London, listening to talks and taking the guided tour) was the day-long industry visit. Groups of four children went to local industry for a day's fact finding, and in a small number of cases to do some work. More than 80 local firms were asked to help. Only 23 agreed. Many pleaded lack of available manpower and space. Many did not reply at all. Perhaps they had not heard about Industry Year.

Those who were by and large surprised and impressed by the standard of questioning from their young visitors. Bob Kent, personnel officer at Molins, which makes components for cigarette manufacturing equipment, was asked: "Why are there BUPA schemes for management and not workers?" He was, he confesses, not prepared with an immediate answer. Lots of the visitors to Molins take up the smoking issue, either at the factory or in their written report made afterwards. "Unfortunately," it did seem very inappropriate to send children to a company that



exists to serve an unhealthy adult habit when so much is being done to stop children smoking," complained one 14-year-old's report from last year's visit.

At STC Submarine Systems in Greenwich, the visiting pupils were linked one-to-one with an apprentice and, after a tour of the huge site (except for the parts covered by the Official Secrets Act), spent the rest of the day work shadowing and getting some hands-on experience with computers.

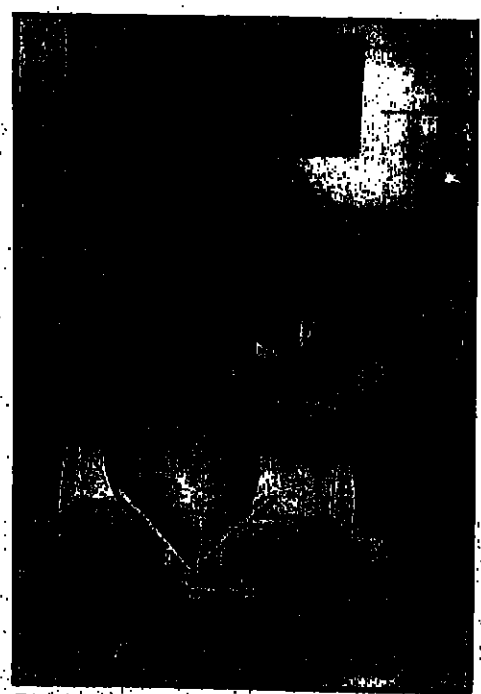
Here, there are some fortuitous links with the Darrick Wood laboratory and computer work, and computer-aided design, at a very sophisticated level, can be seen in action.

Over in the purchasing department, 14-year-old Natasha ("I'm not over keen on science but my teacher wanted me to come") was learning about the commercial aspect of industry from Claire, a business apprentice. Computers were much in evidence here, and Natasha discussed her intention to use modern languages in her work, if she got a chance. She was impressed by the modern informal office setting of the STC purchasing department.

In fact, all the children on industry visits seemed to put working environment and atmosphere high on their list of priorities for career choice. STC's democratic open-entry cafeteria was a definite hit.

Much of what the pupils said about their visits to local factories confirmed that children do not have realistic conceptions of industry. "I pass a factory every day on my way to school, but this is the first time I've been in one," said one boy. The fixed idea of all factories being dark satanic mills was still very much in evidence, even among these bright youngsters.

You do not have to be bright to have fun, and the last element of the seminar, technological orienteering, was clearly the most enjoyable. It was a super-fast hybrid of *The Great Escape* and *Jeux Sans Frontières*. One moment you are trying to make a telescope, the next you are making a next training one of those maggots. The maggots



Boys get all technical with girls who wear spectacles.

benefit too. By the end of the afternoon, after being prodded, dizzied and blown upon, they began to understand what to do, and obligingly made for the target provided – a piece of meat left over from the biology seminar.

If a child came to the end of the seminar having made a link in his or her mind between science and industry, or having been influenced in a positive direction towards a hitherto unconscious career choice, or simply having discovered that solving science problems in teams was fun, Peter McGregor, the seminar organizer and science technician, would be happy to say that the seminar had been a success. But what about the

programme? Is the £4,800 given by the I.A.A. and the Department of Trade and Industry being fairly spent on the children of Bromley? Mr McGregor concedes that there is not an equivalent course for other children, but points out that the work, particularly the experiments, are specifically designed for the brightest.

"All the teachers who are on this are what I call good university graduates – they're bright," says Mr McGregor. "The kids here relate to them, not because they're middle class, but because they're bright kids." He gives most of the credit for the seminar to his team of teachers throughout the borough who have worked, despite the dispute, in their spare time, both during the holidays and the term that preceded them. All but one of those I spoke to were strongly in favour of the selective entry to the seminar.

All the pupils praised the seminar and found it useful, for a huge variety of reasons. But there was little consensus about selectivity. One thought it was "a reward" for succeeding in science at school. Another said: "We'll be even more ahead when we go back to school." Others pointed out that elements such as the technological orienteering depended as much on common sense as on scientific ability. A few thought it was "unfair".

Bromley's director of education, Gerald Grainger – one of the VIPs on hand on the last day to present prizes for success in various categories of the seminar – said he would "brook no criticism" of the selective nature of entry to the programme.

He stressed that it should be seen in context with other Bromley educational initiatives that spanned a broad range of learning abilities – five Bromley schools, a new school for those with "moderate learning difficulties", and Bromley's "new able learners" programme. "The point of purpose is to give children a positive attitude to industry. It's a plus for those who accept it."

One of the essential ingredients for educational advance in any school is a closer partnership between teachers and parents. But, unfortunately, the organization and meaning of education and the workings of schools are still poorly understood.

Education has, of course, become increasingly complex, particularly in relation to curriculum reform and innovation. An awareness of these advances, which can only serve to nurture and challenge the child, must be communicated to the parent.

With this aim in mind, I ran a series of maths "workshops" for parents at Tubbenden junior school, a 262-pupil school in a predominantly middle-class district of Kent. The need for more dialogue, information, explanation and clarification in this area of the curriculum was evidenced by the over-subscription of the sessions (70 parents responded but we were only able to accommodate 25).

My intention was to give the parents the kind of experiences that their children would be having in the classrooms. I hoped that school relationships would be enhanced to the ultimate benefit of all – children, parents and teachers. I thought it might be informative if, at the end of the series, I asked the parents to complete a short questionnaire anonymously. This is a selection of the responses the questions attracted:

How valuable do you think these meetings were? I cannot speak too highly of the maths meetings: I found them extremely valuable as well as enjoyable – They reminded me of things forgotten, the pleasure to be gained from working with figures – I am now better equipped to express myself more fully and competently in mathematical language to my child – They have cut out my daughter's frustration when I attempt to help her with a problem and she says "We don't do it that way" – It was useful to understand the stages that children can reach at different ages.

What would you say is the difference between maths in your schooldays and now?

The standard in primary schools seems higher. Also the reasons why are explained and not just the method – Maths was more mechanical with lots of rules to learn and no actual understanding of the concepts. Maths today is taught as a subject to be enjoyed – Now there is a more relaxed atmosphere – Children today are allowed to progress at their own speed – Much more equipment and materials are used now – My early maths did not cover areas, volume, decimals, fractions, graphs, shape. It did not progress beyond addition, subtraction, multiplication and

division of whole numbers and money.

Is there any difference in your understanding of your child's mathematical difficulties since you've attended these sessions and do you feel more able now to help him/her to overcome these?

Yes, a great difference. I am able to help my daughter at home now because I know the methods the school uses, especially in subtraction – I am more patient now because I understand the problems more – I have been reluctant to help my children in maths as modern methods are different. However, I now feel I can help without fear of confusing them – I would like to think that we can back up the work currently being done in school with games and equipment at home.

What qualities would you look for in a good maths teacher?

The ability to explain endlessly, and for patience and kindness – He must be able to relate to the age group involved – a friendly manner – should

believe in basics such as tables, backed up by plenty of practical work with apparatus – should demand a high degree of neatness – the ability to instil confidence and to recognize and encourage the child who is below average and at the same time push and stretch the more able child to reach even higher standards – I would look for a teacher who could make maths interesting and enjoyable and makes sure the child understands each step before going on to the next.

Any general points you would like to make?

I might even have a go at re-sitting maths O level now as the methods of teaching seem to be more explanatory rather than dictatorial – I feel these courses would be most beneficial for parents whose children are in their first year. Once understood, maths seems to make other school work much easier – I am impressed with the way fairly advanced maths has been simplified for primary school children but I am concerned that

so much practical experience, although giving children a clearer understanding, may dull the mental reflexes – I was surprised how immediately evident it became, for instance, that the circumference of a circle is 3 1/4 times the diameter when demonstrated with a trundle wheel – From what has been discussed at our meetings, could it be that if a child's maths book shows constant correct answers, he is not being stretched to his full potential?

It is worth highlighting the following points which emerged:

□ All parents placed great value on a close relationship with teachers.

□ The workshop sessions forged strong and rewarding relationships with parents.

□ Dissemination of information relating to the school's curriculum is extremely important, indeed crucial, to a child's progress.

□ Parents need the opportunity to discuss problems with school work without feeling that it may be seen as criticism of a particular class teacher's methods.

□ These "workshops" can actually minimize frustrations and friction within families caused by their children's school-based problems. This leads to improved behaviour at school and is likely to lead to fewer deviant practices later.

□ Workshops awaken latent academic interests in many parents.

□ A greater understanding of modern and more meaningful curricular approaches is inculcated in parents leading to support for the school rather than scepticism.

□ Parents are able to advise and help their children with their school work based on increased knowledge and confidence.

□ The child's general work and school books are viewed with far greater understanding on open evenings leading to a more meaningful dialogue with the class teacher.

□ Parents are beginning to comprehend the strategies employed by their child's teacher involving perhaps investigational and practical work in mathematics rather than looking for constant ticks on paper.

In conclusion, perhaps one should ask: "What is the price of parent involvement, the price of a closer partnership?" In terms of such commodities as time, effort and commitment and accountability it is a high price – but a right price. The benefits are inestimable!

Mel Tortello is headteacher of Tubbenden Junior School, Sandybury, Orpington, Kent.



Maths workshops for parents seem to reduce friction in the family.

Dialectics

Viv Edwards wants pupils to compile an atlas of English speech.

The study of British dialects has until quite recently been rather pedestrian. In the Files a team of researchers at Leeds University undertook a major survey of English dialects. They chose elderly male informants in rural locations, as these were considered to be the most authentic dialect speakers. A questionnaire homed in on variations in pronunciation and vocabulary and led to the preparation of maps, illustrating phenomena such as the division between northern and southern pronunciations of the vowel sound in *bat*, or the distribution of regional variants of *new*.

It was thought that English dialects were on the wane, and that it was essential to record them before they disappeared altogether. The founding of the English Dialect Society in 1870 was motivated by a similar concern. But distinctive forms of speech, much like distinctive forms of dress in young people, go on from generation to generation. Their precise form may change, but we are never reduced to a dull uniformity.

Dialect is now seen as very much a feature of the city as well as the countryside. The speech of women is of as much interest as the speech of men. And, although there are differences between younger and older speakers, many dialect studies focus on all sections of the population and not simply on old people. In other words, modern dialectologists would not give priority to the speech of old East Anglian men over that of young Liverpoolian women.

This broadening of understanding of what it means to be a dialect speaker has wide ranging educational implications. Although the education system is totally predicated upon the use of standard English, well over 80 per cent of the population speak a non-standard regional dialect. When seen in this light, dialect is not a fringe concern of interest only to linguists and historians. It is a contemporary educational issue of considerable importance.

Nowhere is this more clear than in dialect grammar. Although there are relatively few differences between the grammars of standard and non-standard English, they tend to be highly stigmatized. Forms like *I never done it* and *we was* and *he ain't asking nobody* are usually dismissed out of hand by teachers as bad, sloppy or ungrammatical. However, the description "ungrammatical" is particularly unfortunate. These clearly do not follow the rules of standard English, but there are perfectly regular and rule-governed forms in many British dialects.

Many people will throw up their hands in horror at this point. After all, success in the British education system depends on the ability to use standard English. But there is now a body of research which points to the inter-relationship between attitudes to language and attitudes towards society.

All too often, a negative view of a particular language or dialect will be translated into a negative attitude towards people who speak that language or dialect. In a school setting this may mean, for example, that teachers have higher expectations of the standard English speaking black of the broad Cockney or the Patois speaking black child, irrespective of the child's actual ability.

A host of government reports starting with Bullock and ending most recently with Swann recognize this danger and emphasize the legitimacy of the language which children bring with them to the school. This theme is mirrored in the mushrooming of "language awareness" programmes

at both primary and secondary levels. A central tenet of such programmes is that the children themselves are the experts: they have all mastered at least one language – which in itself is no mean achievement – and this knowledge can be used in understanding and explaining a wide range of social issues which are important for us all.

At last, it would seem that there are genuine opportunities for teachers and linguists to talk to each other. On the one hand, teachers are interpreting the accumulated knowledge of linguists, and particularly the findings of sociolinguists, to their pupils. On the other hand, the rapidly developing awareness of language in teachers and children opens up many new possibilities for linguists. The DES funded survey of the languages and dialects of London school children is an obvious example of the kind of collaboration which is possible, as, too, is the Linguistic Minorities Project which followed in its wake.

At Birkbeck College, the Survey of British Dialect Grammar is attempting to build on this model of linguist-teacher collaboration. Information on dialect grammar is of interest to linguists who wish to study phenomena such as language spread and change.

It is also relevant to teachers. The co-existence of standard English and dialect grammars is recognized as giving rise to educational problems and the burden of coping with these problems is usually assigned to teachers. Yet it is unrealistic

and unfair to expect teachers to "muddle through" when there is, as yet, very little information on dialect grammar for them to consult.

With the extension of our understanding of dialect speakers to include young people, and the growth of teacher interest in language, an obvious starting place for the collection of data is in schools. This is not necessarily a straightforward process. Because non-standard dialects are low status and the subject of a great deal of correction, we are aware that handing out questionnaires "cold" would be unreliable.

To overcome this we are currently developing a programme in conjunction with Reading secondary teachers which will allow children to explore the many very sensitive issues connected with standard and dialect usage. Only at the end of this, will be presented as a collaborative class project, drawing either on children's own expertise as dialect speakers, or their observations of the way in which people in their locality speak.

We are now attempting to establish a national network of teachers interested in joining us in the project. We are looking for secondary teachers prepared to commit themselves in the coming year to a period of topic work on dialect. For our part, we will supply detailed notes, with suggestions for themes, activities and resources, which can be adapted to each teacher's own situation, together with copies of the dialect questionnaire.

At the end of the project we hope to have a much fuller picture of the distribution of English dialect grammar which will be useful for both linguists and teachers. We are confident that the schools and teachers taking part will have a much clearer understanding of what it means to be a dialect speaker in Britain today.

Dr Edwards is a lecturer at the Department of Applied Linguistics, Birkbeck College, 43 Gordon Square, London WC1P 9PD.

Cincinnatus of the West

Brian Morton on Washington, and the enduring significance of his image

George Washington and the Enlightenment. By Garry Wills. Robert Hale £16.95. 0 7090 2314 6.

There is an iron law in political life, that every movement tends to be reduced to its personalities. As Garry Wills puts it: "Modern revolutions offer us the paradox that social changes most inspired by a vision of impersonal historical process have clung most devoutly to the image of a single leader." Lenin created Bolshevism and Bolshevism Stalin; the "cult of the personality" became the great paradox of the communist state. The French Revolution generated a whole shaky sequence of leaders which, as Professor Wills argues, was "endemic only in one outside icon: Napoleon".

The young United States enjoyed a more innocent historical moment but even so suffered the same dilemma: how to portray the founding heroes of the Republic without elevating them too far above the principles of commonness and democracy they were supposed to embody.

There has always been a contrived homeliness about American politics, a bid to counter the growing power of the executive with signs and tokens of ordinariness. In more recent years, there were Roosevelt's Fireside Chats and Eleanor Roosevelt's transformation into Mom of the Nation, there was morning coffee with Jackie Kennedy, the agony over Pat Nixon's cloth coat, and finally there was the Carter family, Miz Lillian and Amy, the First Kid.

Further back, such images had to be constructed with more artifice and, as Garry Wills brilliantly demonstrates in a book that is as much art history as political science, fall into the province of aesthetics.

Some might argue for Freudian psychology. Certainly, George Washington, tugs at more than one complex in the American mind.

Washington was wholly a man of the Enlightenment. His models were all classical ones, though they came, as befitted an essentially non-intellectual Virginian planter, through pictures



George Washington, by Gilbert Stuart, 1796. The painting shows Washington in a heroic, idealized manner, seated and surrounded by allegorical figures.

about cherry trees and lying, cooked up years later to make an equally mythical myth. Politics. Even the Washington Monument, in the city that bears his name, is enigmatic: a tall, impersonal pillar of stone that gives away nothing of the man it celebrates. In that it may be the best possible image of America's first President.

Washington was wholly a man of the Enlightenment. His models were all classical ones, though they came, as befitted an essentially non-intellectual Virginian planter, through pictures

equality (that literally) all done with a fine eye for gesture and with a grasp of self-deprecating rhetoric that makes the likes of Nixon seem even more of a Uriah Heep. Wills draws none of these contemporary parallels but in Jimmy Carter's self-consciously moral presidency and subsequently (this time unwilling) return to private life and the farm there are renewed echoes of the Cincinnatus model.

This very American mythology represented check to the relentless apotheosis of political life. It also provided a subtle iconology for the portrait painters who began to paint Washington in one or another gesture of renunciation. The distinctions now seem hypersubtle and a past generation was clearly more visually literate than we are, more schooled in the conventions of historical-cum-allegorical painting. Though apparently highly specialized, *George Washington and the Enlightenment* is a wonderfully readable textbook in historical method, one that gives the lie finally to the rather silly assumption that politics only became psychologically subtle or media-centred with the invention of television. Washington's media were simply different.

Washington's "secular charisma" and his "considered reluctance" to seem more than he was are undeniably magnificent. He emerges as a very considerable figure, the first and perhaps last and only embodiment of the American ideal. However, as Wills says in self-protective inverted commas, "America was the first 'fascist' country of the modern world", the first to model itself wholly on the old Roman republic. The image of the *fasces* is everywhere in early American republican art, a reminder of its more innocent connotations, the bound rods and axes of the Roman lictors, the stayed hand of punitive power (just as the hand of Washington Sr was stayed when little George's axe got unaccountably loose on the cherry).

As we know from Shakespeare, "Rome" is a flexible metaphor that rarely yields up its true historical reality. America's "Rome" produced the remarkable "Cincinnatus of the West" (as Byron called Washington) at its time of crisis. Less happily, it introduced an unshakeable belief in the politics of gesture, in Senate, Forum, Coliseum alike. All of America, its law, its business, all its organized violence, has become a vast spectacle that has outstripped the world recalled to give it value. The message of the shuttle tragedy - the message inscribed in Washington's name is the way ordinariness is extinguished in the glamour of political spectacle.

Revisionism

British Art Since 1900. By Frances Spalding. Thomas and Hudson £10.50. 0 500 23457 4.

This is the most up to date, comprehensive account of 20th century British art available, taking us from William Nicholson's irreverently affectionate 1897 woodcut of Queen Victoria to Tony Cragg's 1981 "Britain Seen from the North", a wall assembly of disposable plastic items in the shape of our island coastline. The book offers something of a revisionist interpretation. Without the artist's prejudice in favour of the abstract, Frances Spalding shows that beyond "the oscillation between periods of isolation and ready assimilation of foreign influence", British art of this century is outstanding for its range of interest and style, which coincides nicely with the post-modernist's attention to "narrative, myth, symbols, expressionism, primitivism and even the classical landscape tradition".

These characteristics are not peculiar to British art but their acceptance allows a more generous, broader account in which female artists like Laura Knight, Winifred Nicholson, Frances Hodgkins, Joan Eardley and Mary Potter can find a proper place and male artists like Stanley Spencer, John Minton, Frank Auerbach and Lucian Freud can be appropriately assessed. Not that Spalding is uncritical: her evaluations are sharp.

So is her refusal to politicize abstract and realist interests. For Spalding, "Much 'conceptual' art investigated itself, deconstructing the process that had gone into its making". But after a very fair summary of the Artists' International, founded in 1933 "as a weapon in the class struggle", she castigates the organizers of the 1971 exhibitions "Art for Whom" and "Art and Society" for failing to recognize that "a commitment to contemporary social and political concerns necessitates a commitment to the audience". Where she is less successful is in integrating non-English artists into the story. The New Zealander Frances Hodgkins is included presumably because she worked here so why not the Australians, Sidney Nolan and Arthur Boyd? The Americans Sargent and Epstein are, like the Irish Francis Bacon and Scottish Alan Davie, too central to be left out. But though many others are referred to at appropriate moments, some still appear in the context as much immigrants as natives. Indian, Anish Kapoor, who is omitted. This is less a criticism of the author than a recognition of the ambivalence that surround British art.

Michael Clarke

Debate without change

Education for Capability. Edited for the RSA by Tyrrell Burgess. NFER/Nelson £10.95. 0 7005 0688 8.

What is an able person? So begins the book's description of this book about RSA's now well-established Education for Capability Scheme. Inside, a number of well known contributors mount an orchestrated attack on the narrow assumptions about achievement that dominate our educational institutions, especially schools.

It is a vitally important message. The first two sections of the book, thankfully both concise and inclusive, are a particularly good read. There is a revealing belief that practical people must be stupid. We are trapped in a net of conventional ideas about brightness and he goes on to argue for a radical reassessment of what we mean by cleverness and stupidity. Students and teachers, says Elizabeth Adam, are trained in cynicism when they have to submit to a system which records only success in examinations but omits all references to other aspects of human consequence. And John Raven makes the plea that people cannot be expected to develop competences unless they are practicing them in pursuit of a goal which they care very much about.

The indictment, particularly of the established secondary school curriculum, is powerful. Charles Handy, as RSA guru, contributes two chapters.

His prejudices against the primacy of knowledge, the institutionalization of learning and the age bonding of education challenge most of the paradigms within which we have to work. The inheritance of Arnold, university control of school leaving examinations (circa 1917), spurious notions of fixed IQ and the subsequent, deeply ingrained logic of selection, class and academic subjects are all paraded in exploring what the editor calls the Burden of the Past.

So far so good. I could even forgive (just) the untimely use of sexist terminology in applauding the vigour and energy of the argument. But then you really have to ask what is to be done about it? Here the volume veers into the respectable mode. Good practice, recognized by the scheme, is described. Twenty-one pages list the names of the great (and the good?) who signed RSA's manifesto. At this point I began to wonder where the inductive of the early chapters has led to.

I have tried, says Patrick Nuttgens in chapter two, to explain Britain's long-standing educational failure, as rooted in the status ranking of subjects and activities. By chapter 10, however, Peter Gurd is saying on behalf of the scheme that "we take no sides in the debate about the pecking order of subjects". Timothy Cantell in chapter 11 casts doubts on the value of missionary zeal in promoting reform and Fred Flower in the last chapter can only lament that "the system of public

examinations has been widely identified as a major obstacle to change, and yet, years, even decades of debate have failed to find ways of replacing it or even effectively modifying it".

To be a signatory to RSA's manifesto will be no more significant than my vice presidency of the local rugby club unless those involved are prepared to accept the challenge posed in the first 100 pages. Have the 80 or so company chairmen and directors reviewed company recruitment policies in the light of the Manifesto? Have the seven vice chancellors called together admissions officers and explored the ubiquitous influence of subject choice and grade on entry? I would like to put a similar question to schoolteachers but there are only 10 of them, I think all headteachers, and seven at that from the independent sector. How does Lord Young see the potentially divisive separation of his planned new Vocational Qualifications Board and the GCSE operation at SEC? I could go on.

Let no one underestimate the inspiration of the scheme. But if such a powerful network as this is to remedy the declared injustices of current arrangements it will be necessary to carry the questioning to an even deeper level of convention than the "Solutions in Practice" suggest. That will probably be an uncomfortable process.

Bob Moon

Exam-bound

With GCSE going ahead as planned and the introduction of records of achievement likely to follow hard on its heels, teachers are soon going to find themselves in the unfamiliar role of marking their own pupils' work for public consumption, and writing profile reports for leaving certificates. For those without examining experience it will be quite some adjustment and, the Secondary Examination Council's training sessions notwithstanding, many may be glad of the help offered in *Assessment: From Principles to Action* edited by Robin Lloyd Jones. (Macmillan £20 and £8.95). At the very least it will lead them gently into the arcane terminology of the examination world. But as well as explaining such mysteries as the difference between formative and summative assessment it will stimulate thought about why all these changes are taking place. For example, the CBI declared recently that school examinations are too academic to be highly valued by employers and supported the idea of profiling. We must hope that when the time-consuming profiles become common, the same employers will be prepared to give their time to interpreting them rather than merely relying on examination grades.

The *Management of Learning in The Classroom* by Martin Shipman (Hodder and Stoughton £3.95) is another gentle lead into terminology and concepts, those of psychology and sociology. Examining how they bear on the effectiveness of teaching is not quite as down-to-earth a business as the title suggests. But the central message is a heartening celebration of the value of individual self-confidence, regardless of whether the teaching style is formal or informal.

Celebrating individualism is not exactly the purpose of *How to Succeed in A Levels and Scottish Highers* by Howie Barlow (Kogan Page £3.95), a common sense guide to study and examination techniques. Well presented tips on how to develop a disciplined way of working are not to be sniffed at, however, especially when the very first is that A levels are exciting and to be enjoyed.

After A levels comes the consumerist of higher education. The *College Prospectus* by C N Keen is a compendium of the tricks of the trade of attracting students. The product of a seminar of university and polytechnic information officers, it offers intriguing glimpses of the world of design and marketing, and occasionally reality. Like most myths, it has become entrenched largely because it has remained unexamined. This study directs itself to a quantitative analysis of the available, admittedly incomplete, evidence. Taking the ability to sign a full name as a proxy index of



Hugh Dalton as a bombardier in Alphas uniform, 1917 - one of the illustrations to Ben Pimlott's *Hugh Dalton*, now published in paperback by Macmillan at £12.95

Personal history

Landscape for a Good Woman: A Story of Two Lives. By Carolyn Steedman. Virago £3.95. 0 86068 559 4.

The bibliography at the back of *Landscape for a Good Woman* ranges from academic journals to Simon de Beauvoir and Elizabeth Gaskell, from Eric Hobsbawm to Sigmund Freud and Karl Marx, and expectations are very high. How could Ms Steedman possibly pull all these sources together and produce anything but a mish-mash of tangled theories and ideas?

Her attempt is, however, courageous and almost works. Her aims are clearly stated: "It is a proposition of this book that the specificity of place and politics has to be reckoned with in making an account of anybody's life, and their use of their own past".

Steedman continues, identifying a dysfunction between the existing psychological, historical and autobiographical literature which attempts to define working-class childhood, and her own mother's experience.

The focus of her attack is on Jeremy Seabrook's and Richard Hoggart's analysis of working-class childhood. Her own mother found "no place in the iconography of working-class motherhood" presented in their interpretations. Psychologically simple, with simple emotions induced by deprivation, this version is quite different from Steedman's own experience. She questions the whole image of a passive working class disinherited from its culture by the transformation of welfare into consumerism.

She also holds up for inspection the traditional image of women's instinct to bear children and be a loving mother. Her own mother was not such

a woman and yet she defends her position as a good mother in spite of this apparent failure. She describes this position working from the existing canon and establishes a perspective from which to criticize it. I want to consider the usefulness of the idea of a traffic in women, bring it forward to post-Second World War Britain, where my mother exchanged herself for future - that she anyway believed was her inheritance. This transaction, which has to be seen in both political and psychological terms, is what the rest of this book is about.

Perhaps the greatest weakness in Steedman's book is the lack of autobiography and the excess of history, geography and sociology. While claiming that it is one of the purposes of her book to admit her mothers' "desire for things of the earth to political reality and psychological validity", one really wants to know much more about what happened to mother and child as they grew up together and less of the intellectual analysis which often seemed to lose track of its essential direction.

The concluding delve in Freud's first case for psychoanalysis, Ida Bauer, seemed an irrelevant and rather irritating diversion from the central theme of the book.

Ms Steedman's idea that "childhood is a kind of history, the continual reworked and re-used personal history that lies at the heart of each present", is the premise upon which the book evolves. *Landscape for a Good Woman* is a brave attempt to analyse that history from a new and enlightened perspective, though it might have been improved had there been more of the *Story of Two Lives*.

Hillary Tagg

War in words

The Second World War Diary of Hugh Dalton 1940-1945. Edited by Ben Pimlott. Cape £40. 0 224 0265 X.

Hugh Dalton was the great political diarist of his generation, just as Richard Crossman was of the next. One similarity between them was their apparent intellectual and social assurance, such as only an expensive education could give. It was Dalton's mission to cure the Labour Party of its innate diffidence, and he approached the problems of wartime diplomacy in the same spirit. "Why this Servants' Hall mentality?" he characteristically demanded.

Ben Pimlott's biography of Dalton, published last year, achieved widespread recognition of its remarkable quality. His edition of the wartime diary follows up with comparable success, albeit upon a narrower front. This big fat book will prove a reliable research tool for the historian and an

intriguing lucky dip for the interested reader. It presents a selection from the diary with helpful editorial guidance but without fuss or intrusion.

The editor makes it clear that his selection has "concentrated as much as possible on the war, and on politics". These were successively Dalton's own priorities as a minister in what he liked to call "this Churchill-Labour Government". In 1940 and 1941, indeed, in charge of economic warfare, he secured his own party's consent to win the war before worrying about losing the peace. Only later, as President of the Board of Trade, did he turn his attention to the problems of reconstruction as politics returned to normal after the unwelcome elevation of the finest hour. "Jealousy is the foundation of public life," he reflected in May 1942. We may be grateful that he was not discouraged from keeping this invaluable record: grateful too for its publication.

Peter Clarke

To be a 'lad o' pairs'

Scottish Literacy and the Scottish Identity. Illiteracy and Society in Scotland and Northern England, 1600-1800. By R A Houston. Cambridge University Press £27.50. 0 521 26598 3.

Scottish historian R A Houston is famous for puncturing one of Scotland's great "myths": that the establishment of a system of parochial schools through a series of Education Acts in the wake of the Reformation, sponsored by the Calvinist Church and instituted by the secular authority, has given ordinary Scottish people a unique historical opportunity to rise from even the most humble circumstances. The "lad o' pairs", overcoming poverty and rank by dint of natural abilities, is a familiar figure in Scottish literary legend, and occasionally reality.

Like most myths, it has become entrenched largely because it has remained unexamined. This study directs itself to a quantitative analysis of the available, admittedly incomplete, evidence. Taking the ability to sign a full name as a proxy index of

functional literacy, his study of Court depositions (and other pertinent documents) inevitably reveals a far more complex picture. Mr Houston's findings must be ratified or refuted by other professional historians, but his conclusions from the evidence he quotes will arouse wider interest.

In almost every significant aspect, Houston questions the established wisdom. His figures suggest there was no marked difference between Lowland Scotland and Northern (though not Southern) England, despite that benighted reality's lack of such a system (England's lack, of course, is one of the chief satisfactions of the myth); moreover, there was a contribution from local authorities in the South, just as charitable, religious, and other private bodies operated in Scotland, and a significant level of autodidacticism, particularly in developing literacy beyond the most basic level.

While this conclusion will attract most attention, Houston's reappraisal goes much further. He considers the comparative performance of Britain in a European context, and regional disparities within a British one; challenges the role of reading in dissemi-

nating new agricultural methods and suggests that the Industrial Revolution may have required less, rather than more, literacy; argues that literacy may have encouraged rather than effaced social division. Literacy, and with it education, must be understood in a vastly more complex social, political, occupational and ideological context than simplistic generalizations have so far afforded.

While Houston clearly relishes the stir his rigorously researched and argued work will cause among historians and educationists alike, it would be wrong to give the impression that it is simply a debunking exercise. Historical revisions of fondly held suppositions commonly have a rough reception; his book will come as a blow to those who see the country's modern education problems as a falling away from a vanished golden age. While re-examining the merits the system undoubtedly possessed, he has opened it up to critical enquiry, and revealed, as usual, that the good old days were not so good after all.

Kenny Mathieson

Methuen have just reissued two of Rose Macaulay's books in hardback and paperback. One is the delightfully satirical *Keeping Up Appearances*, about a snobbish little bourgeois from East Shropshire turned brilliant social savant. The other is the more serious *First World War novel*, *Now Comes the Harvest*, describing as "Byronian" put it what the years 1914-16 really felt like to those who lived through them in England. It is a smashed world whose pleasures have been crushed in the general melee, but Rose Macaulay can still maintain her lightness of touch.

Jane Corbett

Definitions of paranoia

Treason in Tudor England. Politics and Paranoia. By Lacey Baldwin Smith. Cape £16.00. 0 224 02605 7.

Lacey Baldwin Smith's subject in this book is a richly rewarding one for the historian to investigate. Paranoia, Ben Jonson generalized, "may well be called poor mortals' plague".

For, like pestilence, it doth infect The houses of the brain . . . Till not a thought, or motion, in the mind, Be free from the black poison of suspect.

Cardinal Allen, commenting specifically on the Elizabethan religious scene, agreed. Protestant-Englishmen, he declared,

show such extraordinary fears as is [a] wonder to behold . . . There is not a poor priest can enter [the realm] to say mass but they imagine he bringeth their destruction. There cannot a ship appear in any coast, nor any prince's preparation, for his own affairs, but it is not for invasion of the realm.

Peace and prosperity notwithstanding, Elizabethan Englishmen seemed to him to be ridden with unease, anxiety, and dread. To one modern historian at least (Lawrence Stone), this was an

accurate diagnosis. "Men in the sixteenth century were so exceedingly irritable. Their nerves seem to have been perpetually on edge. . . . Robert Burton, therefore, took on a highly relevant task when he clinically analysed *The Anatomy of Melancholy*".

Professor Smith finds the explanation of this curious state of affairs partly in prevailing views of cosmology, in changing, internalizing concepts of evil, and in the neurosis-inducing educational curriculum of the day. The prison-like court politics of the Tudor age also contributed. With failure unthinkable, legitimate opposition to the Crown impossible, retirement unwise and difficult, the psychological strains imposed on rival contenders for royal affection were serious and frequent. It could be said in Henry VIII's reign of Blahop Fox that "to serve the King's turn [he] would agree to his own father's death". For some, in the later years of the century, the succession question led to rocking doubts and uncertainties. For countless others, Smith contends, Protestantism and a sense of crisis went together. With the Roman Catholic Antichrist near at hand, "Protestants were most prone to expect the worst".

Elizabethan paranoia found expression in various forms - in witch

crazes, religious persecution, in neo-Machiavellian political suspicions and double-dealing, in spying, and in real or alleged treason. (An English translation of *A Practical Guide for Ambitious Politicians* appeared - too late to help the Elizabethans! - in 1622).

Professor Smith concentrates on treason and illustrates his general observations with a number of case studies - brief discussions of Gregory Boleyn, Sir Thomas Seymour and Dr William Parr, and an extended account of that most pathetic of Elizabethan misfits, Robert Devereux, Earl of Essex. Each of these is taken not as an independent agent but as a symptom of a paranoid society. It is the psychology of the age, not just of the individual, which in Professor Smith's view requires the historian's scrutiny. The available evidence - which blends the traitors' own self-deceptions with the self-righteousness of the Crown and the governing elite - reveals a rigorous analysis here. But psychohistory, as Professor Smith himself recognizes, has its built-in problems. To some extent, "history is immune to psychoanalysis". To these problems must be added the usual difficulties of sifting evidence which always confront the historian.

The habit of mind that seeks to

impose stereotypes and common characteristics upon the fragments of the past is all too often the victim of its own clarity and at the same time bedevilled by bias born of the need to be selective.

Professor Smith's book, well-structured and well-written though it is, does not entirely escape these dangers; in a sense, the author develops his own kind of paranoia, reinforced by a diverse reading list which includes *Winnie the Pooh*, *Alice in Wonderland*, Richard Hofstadter on American politics, as well as the severe scholarship of G R Elton. He is less than convincing at times (in his discussion of education, for example), his definition of paranoia is too elastic, and some of his sweeping statements and assertions lack substance. At times the rhetorical style for which this author is famous simply takes over. "Excellent! I somewhat contrived" is Smith's judgement-ticked away in a footnote - on a book by another modern historian of the Tudor period. Arguably the last verdict could be appropriately applied to Professor Smith's own most recent and alluring volume.

R C Richardson

Legal team

Troubled Lives. By Lotta and Joseph Hamburger. University of Toronto Press £10.50. Available from Trevor Brown Associates, 26 Charing Cross Road, London WC2 HOLN. 0 8020 2521 8.

The lives of desk-bound writers don't often make riveting reading. But this husband-and-wife biography written on two early and (fairly) eminent Victorian legal philosophers, John Austin and his wife Sarah, written and translated by Lotta and Joseph Hamburger, is an exception.

Like other intellectual biographies, John Austin agonized for years over the publication of *The Principles of Jurisprudence* which was to become a standard legal textbook for subsequent generations. It was Sarah who edited it for publication after his death. As for her, her husband's philosophical, political, scientific and statesmanlike choices to dwindle (in Millman's phrase) into a wife, supportive and caring, though never, except in appearance, meek. There is a strange tale to confound many cherished contemporary assumptions.

Ruth Ellon

ARTS

RESOURCES



In Tandem: "Dancing Woman" by Ernst Ludwig Kirchner, 1911; "Painted Bronze (Savarin can)" by Jasper Johns, 1960



In Tandem: The Painter-Sculptor in the Twentieth Century. Whitechapel Art Gallery until May 25.

Contrary to any expectations raised by the subtitle, this is not an all-embracing representative exhibition. Several important painter-sculptors like Modigliani, Arp and Ernst are not included and key figures like Degas and Boccioni appear only in three dimensions. Picasso is represented by a single work, an erotically distended head of 1932, the innovative relationship between collage and construction overlooked along with the introduction of new materials like welded metal that allowed him to draw in space. It therefore comes as no surprise to find that assemblage plays no significant part and Schwitters and Rauschenberg who fused two with three dimensions, are ignored.

What is surprising is that the show omits these and other limitations, which are not only of the work but of the artist. The exhibition is a collection of works by a few individuals, chosen to represent the twentieth century. It is a collection of works by a few individuals, chosen to represent the twentieth century. It is a collection of works by a few individuals, chosen to represent the twentieth century.

Two and three dimensions

by Michael Clarke

reverberating when you come to Barnett Newman's painting and sculpture in which equally vertical forms also seem to defy the void that surrounds them. And where de Kooning's molten bronze women reveal the structure that underlies his apparently loosely painted pictures, the transfer of Lichtenstein's flat benday spots from his paintings to his sculptures undermines what little volume they possessed.

Contrasts and correspondences abound in this exhibition but because it is arranged around three groups, the early moderns, the postwar and contemporary artists, there are no obvious continuities and differences. Many will be content to focus on a few individuals. Pleasures of the exhibition are those that unite Matisse's two paintings with his three bronzes, reclining figures, and teased by the juxtaposition of Jasper Johns' enigmatic "Canvas", the stretched-side of one projecting from the stretched-side of another, and "Flag", a relief that is no thicker

than the dabs of bronze from which it is made, they will probably be outraged by Julian Schnabel's "Balzac", a gigantic deflation of all monumental sculpture. In other words, that which has preoccupied professional rather than painter-sculptors up to and including Moore.

New Contemporaries. Hatton Gallery, Newcastle-upon-Tyne until May 9; Bluecoat and Hanover Galleries, Liverpool, May 17-June 14.

If you include its predecessor, the 1977 Contemporary Artists, our most important annual exhibition of graduate and undergraduates work is now well into its thirtieth, old enough to have reached maturity. That is what this excellent show makes some claims to be. The sometimes tatty, cluttered appearance of the past has gone completely along with any evidence of disorganization or feeble imitation. This year's catalogue offers a historical

perspective with statements by some now well-established, previous exhibitors.

One striking feature of the show is the range and balance of the selection. Figurative and abstract pieces confront each other, like Helena Pavel's life-size "Wardrobe Drawing" (Kingston Polytechnic) with its hypnotic wood-graining and Anne Marie Watkins' "Lullaby" (West Surrey College), an eight-foot monolith closer to a cenotaph than a cradle. But almost every degree between is evident, from the ominous ambiguities of Stephen Masterson's thickly impastoed "Correspondence - Annunciation" and Emma Melure's rosy Matissean "Trivial Pursuits" (both Chelsea School) to Keith Piper's banners of cartoon politicking "The Four Horsemen" (Royal College) and Rosemary Beaton's fantasy with a male nude "Nice and Easy Does It" (Glasgow School).

Another feature is the variety of materials and media, with two and three-dimensions blurring at their boundaries and some fine art pieces

New Contemporaries: "Dog" by Stan Eley, coming from traditionally and students. Tass Mavrogordis's self-portrait, "One's Independence, One's Self-Respect - Something after Pricess" (Royal College), is a study in cotton, silk and wire. The varied of all is the sculpture, in paper-balls bound by string and wire chips held in by chicken-wire being commonplace. Betty Oliver-Rose combines ready-made plastic and wire coils with a fur cape in a metaphor of violence to which "Road Victim" (Villafra College) and Stephen Webster's twisted, sickle, in foil, corrugated iron and chain link hazardous pathway in "The Face Direction" (Trent Polytechnic), Martin Freeman's vaulting "Each and Chairs" is just that.

Since 1977, there has been a "hot area" of "time-based media", perhaps an inevitable extension through video and photography of fine art into video and performance. These have always appeared somewhat apart from painting and sculpture, requiring special viewing and even reviewing. In this year, they suffered a further setback when the performance entries were judged too poor to be included. What is a pity. For unless the visual arts can be shown together regularly, we hope have we of ever developing a common visual language?

An actor's lot

The Job of Acting. By Clive Swift. Harparr £4.95. 0 245 54036 3.

"This book is purposely down-to-earth" writes Clive Swift. The thread running through it is "acting's job". The phrase repeated throughout. So it is full of useful information on "accredited" drama school courses; on Equity membership, subscriptions and contracts; on looking for work and the right kind of agent; on working in radio and television (with contact names and addresses); on tax deductions and actors' insurance.

There are amusing insights on theatrical "camp", the "thankless task" of understudying, prompting, "knitting" and drying. The latter exemplified hilariously by the late Robert Atkins (Enobarbus) turning to his (un-Shakespearean) page/understudy to supply the famous description of Antony meeting Cleopatra with: "Philomel, tell thou the tale." There is plenty of sound advice to actors and their teachers, to box office and FOH staff, to film directors.

As a practical compendium of

theatre practice it is unrivalled and deserves its fifth reprinting in this revised edition. Much of it is like a transcript of recordings. One has sometimes to read aloud what is written to get the sense of it. Occasionally even that fails. Some of it is padding. Lesson notes on speaking Shakespearean iambs or Keats' "Ode to Autumn" only show how much less experts like Clifford Turner and Clive Berry write about such things. But "book for the working actor" might assume a knowledge of CSM, PDSA, stage-door keepers and the like. Clive Swift speaks with the authority of a worldly-wise, kind but firm underling in how things really are in a jobbing actor. If he is occasionally muddled; given to pious exhortation; italicized injunctions, simple apothegms; his enthusiasm for British theatre and his concern for professionalism shine through. He is content on the minutiae of "self-censorship", alert to every possible opening, a knowledgeable guide through what he sees as a battlefield.

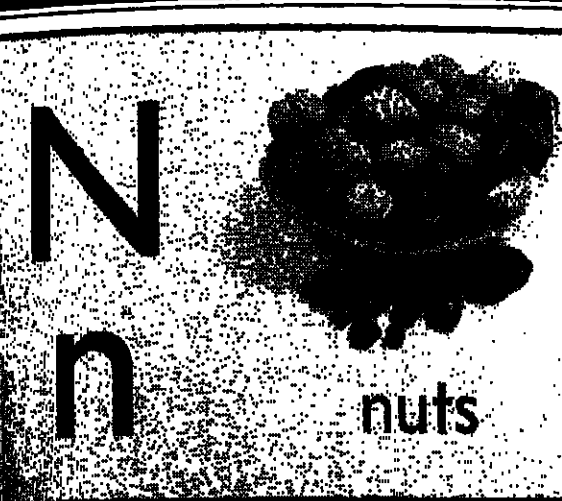
John James

Among this week's contributors:

Peter Clarke is a fellow of St John's College, Cambridge. Bob Jones is head of Peers School, Oxford. Brian Morton is features editor of The Times Higher Education Supplement. R C Richardson is head of the history/archaeology department at King Alfred's College Winchester. Nicholas Shrimpton is a fellow of Lady Margaret Hall, Oxford.

Next week

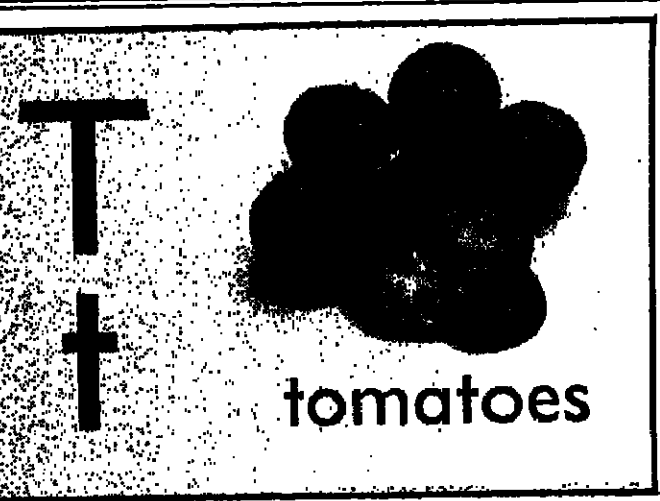
Theatre: Nicholas Shrimpton on reinterpretations of Shakespeare; Lynne Truss on publishing plays for amateurs; theatre history



nuts



fish fingers



tomatoes

A for activities

Gerald Haigh on classroom aids for infant and first schools

Clearview Activity Folder £4.25
Crossword Puzzles £3.95 set
Self-Correcting Pictorial Sequencing £5.50 set
Self-Correcting Picture and Text Sequencing £5.50 set
Real Things Alphabet Frieze; Food and Drink £7.90 set
"From... To..." Information Books £4.95 set
Make-a-Village Card Construction Kit £7.95 Kit
Phillip and Tacey, North Way, Andover, Hants SP10 5BA.

This is a variety of new classroom aids from Phillip and Tacey, all of them aimed at the infant and first school, though they could be useful with some junior classes, especially in a remedial setting.

The Clearview Activity Folder is an A4 plastic holder in which work cards

or other material can be held inside a hinged transparent "sandwich". When the sandwich is clipped shut the material can be clearly read through the plastic, and children can write on the outside with various kinds of markers and pencils - a "Stabilo" pencil is provided.

Crossword Puzzles are designed for use with the Clearview folder. The set comprises 11 cards, each with two puzzles. Each card can be mounted in the Clearview folder so that the pupil can write answers on the plastic, to be erased later. There are up to eight words in each puzzle. The reading level is suitable for the top of the first school or the lower end of the junior school.

Self-Correcting Pictorial Sequencing is a set of eight six-part picture stories. The child lays cards in the Clearview folder, attempting to put them in the right narrative sequence. If the pupil then closes the folder and turns it

upside down, the reverse sides of the six cards make up a complete picture of a flower or flowers. Any sequencing mistakes are apparent by misplacements in this picture. This activity is obviously useful in a variety of language contexts in the junior and infant school.

Self-Correcting Picture and Text Sequencing is an extension of the previous activity so that each card has some text on it. Children in the early stages of reading schemes will be able to use this material.

Each of these "Clearview" activities, together with the folder itself, is very suitable for the demands of the infant and junior classroom. The material is sturdy, easy to use and potentially very interesting to the child. They make up yet another tool in an area where the busy teacher needs all the help he can get.

The Real Things Alphabet Frieze provides an A4 card for each letter of

the alphabet. On the left of the card is shown the alphabet letter in both upper and lower case. On the right is a big colour photograph of something which uses that letter, with its name printed underneath in lower case. Health conscious teachers will find little to grumble at in the Food and Drink set - there are doughnuts and hamburgers, but there are no chips. More likely to cause criticism is the absence of anything remotely ethnic.

The From... To... Information Books come in a set of eight. They are very small - each page about the size of a postcard - and each contains eight pages of text and eight pictures. They explain, in very simple terms, the processes which lead, for example, "From Ore to Spoon", "From Wood to Paper". It is my experience that beginning readers like very small books, perhaps because they are less formidable in appearance, and I know these will be devoured by new readers in the upper infant or the junior school. They

are pleasant to handle and should be hard-wearing.

The Make a Village Construction Kit is a set of cards which are cut and prefolded so that they can be coloured and bent and glued to make houses, a church and other buildings. The design is, in the best traditions of the construction industry, modular, so that a building may become a factory or a church depending on exactly how it is put together. This is one of the best features of the kit, because it allows room for class discussion and a bit of creativity in putting together a village of a particular chosen character. The finished buildings are of a size to be picked up and moved by a pupil's hand, and the whole village might well cover a good part of a classroom work-surface.

Many classes attempt this kind of project, and this is one of the best prefabricated model villages I have seen, not least because of the flexibility it allows to the young constructors.

Write up

Handwriting: A Second Chance Price £9.75 (incl VAT + p&p) Learning Development Aids, Duke Street, Wisbech, Cambs PE13 2AE.

Handwriting is something that many secondary schools seem to find difficult in tackling. Handwriting: A Second Chance is a set of 41 photocopy masters which could make it easier for class tutors, or special needs teachers, or whoever is prepared to take responsibility to help students improve their handwriting.

Worksheets range from simple exercises to practice patterns and letters and joins, to business letters, form filling and specialized subject vocabulary. The worksheets use a plain modern handwriting style that chimes well with teaching in many primaries, and the introduction (which should be stressed by all teachers) says: "Your handwriting is very individual; you don't have to change it - just improve it."

Virginia Makins

Posters

Crops; Vegetables; Fodder Plants. Set of posters £3.50 each + 75 p&p. Quadriga Ltd, Warwick House, 334 Kilburn High Road, London NW6.

Quadriga has published a set of full colour poster charts which should be of interest to many teachers.

The sample under review - Crops, Vegetables and Fodder Plants - is large (100 x 70cm), detailed (about 70 plants are shown) and printed on a reasonably durable paper which should withstand continued usage. Their effectiveness in the classroom will depend on how they are used, since they are essentially informative sequences of small pictures with captions demanding close scrutiny rather than charts for demonstration work in front of a class. Other subjects include: human body, woodland, berries, freshwater fish, minerals, flags and musical instruments.

M. Philip Shaw

Sick as a parrot

by Francesca Greenoak

People's Dispensary for Sick Animals Education Packs: Dogs, Cats, Small Animals. Offered to schools for a donation of £1.50 to cover production cost. PDSA leaflets include: Keeping a Cat/Dog/Gerbil/Rat and Mice/Rabbit/Terrier etc; Caring for Injured and Young Wild Birds, Pets and Parasites; Pets and Holidays; Pets in Summer 24 leaflets in all, 8-12pp long. Free, but the PDSA would welcome a contribution. Posters: pet advice, information and warnings. Also free of charge but a contribution appreciated. The People's Dispensary for Sick Animals, PDSA House, South Street, Dorking, Surrey RH4 2LB.

The young jackdaw which crash-landed in our garden last month with two irritated magpies in pursuit, was the most recent in a long line of casualties, and unwanted pet animals which have come the way of our family. There was a lame and brain-damaged crow, several lost homing pigeons, vitamin-deficient gulls, many mice and voles, zebra finches, a canary in an exquisitely ornamented cage several sizes too

small for it, and fledglings without number.

We cared for them all individually, as best we could, and managed to return most of them either to the wild or to good homes as was appropriate. Reading these PDSA leaflets, I was astonished to realize that there was good advice about caring for all those animals, and a good few more besides.

Anyone who loves animals deeply must be ambivalent about the idea of them as pets. At best, the relationship between person and animal is a mature bargain, often it is simply a wilful appropriation of a creature's self-sufficiency. An animal comes at the foot of a chain of social punishment - in metaphor as in life, a man goes home to "kick the dog" or find a seagull.

Remarkably, for an organization which sees so much cruelty inflicted on animals, these PDSA leaflets are written with admirable pragmatism. They assume that if people are guided in their choice of pet, and informed about the best means of care, then a good and satisfying relationship will ensue. They do not mince their words about the amount of time and expense or attention that a given species needs for its well-being, nor do they omit the

unpleasant facts behind the importation of exotic creatures such as terrapins, tortoises and parrots (though I wish they had mentioned that severe depletion of species in their wild habitats can result from the demands of pet-fanciers).

While the notions which lie behind these leaflets are hopeful, the advice contained within them is clear and precise. There is no fuss in the presentation, but the black and white illustrations are attractive and accurate, and the design is a model of clarity. The posters also make their message strongly and effectively. Appropriate leaflets and posters are included in the Education Packs and accompanied by seven work cards, and ideas for follow-up activities and projects.

The PDSA is a charity with a commendable track record, reaching parts of the population who would, without them, have no way of treating sick animals. In its practices it sets a self-conceived and professional educational materials, live up to. There will surely be children growing up with more responsible, better informed attitudes towards animals as a result.

After these introductory exercises the pack offers explorations of the media's reports and photographs (some very good images here); suggestions for simulation games (a "rich world/poor world lunch" which I should think could only last a few seconds in class); a useful do-it-yourself questionnaire pioneered at Leeds Development Education Centre; drama and discussion topics; and finally ways to evaluate what pupils have gained from the pack's information.

As with all these development education projects, success will depend very largely on the teacher: is he or she concerned to delve behind the issues thrown up by human disasters and, importantly, is he or she prepared for pupils' notions reactively to challenge his or her own? Latent British imperialism is not even hinted at in the pack, but it is not unknown in the classroom.

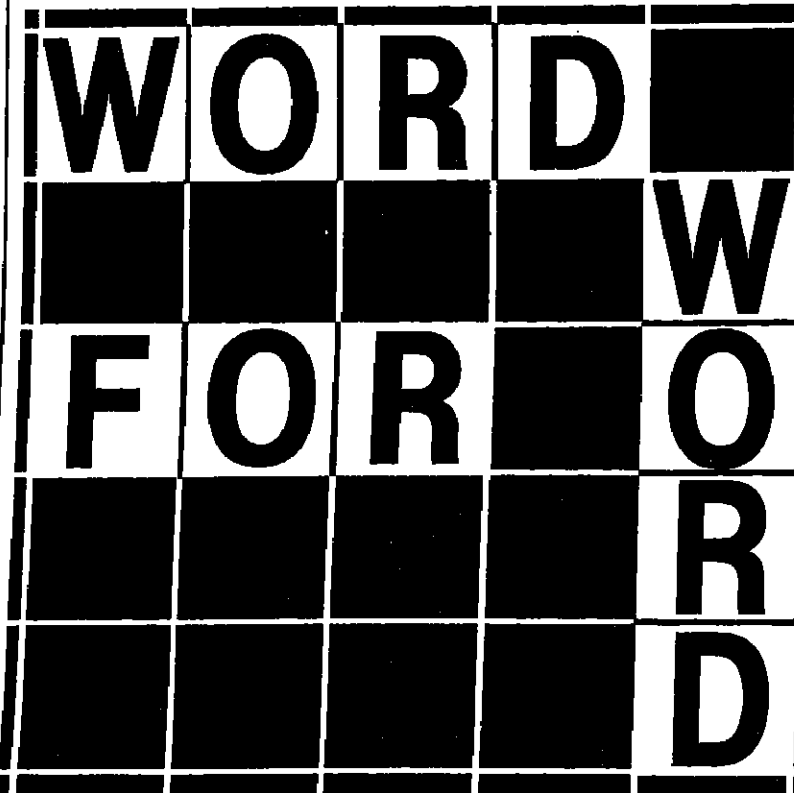
Victoria Neumark

Next week

Anita Straker on new evidence that pictures are understood in primary schools

12.12.86

RESOURCES/SOFTWARE



Jerry Wellington and Clive Opie review two programs for language development across the curriculum

Crossword
Disc for BBC Micro, RML 380/480Z
£12.50
School Text
Disc for BBC Micro £15
MEMS/GSN Educational Software,
Manchester University Press, Oxford
Road, Manchester.

Both these programs possess one of the most valuable features of good educational software — they can be used to enhance language development right across the curriculum, from science to humanities and the arts. In

addition, both could be used with children over a wide age range. **Crossword** works well with children of primary age, while **School Text** is "friendly" enough to be useful across a spread of ability and ages. Indeed, **Crossword** could prove to be a valuable tool for a teacher wishing to prepare simple crosswords on any topic for classroom use. Despite our general praise for the two programs, however, we feel that both could be improved.

Crossword allows users to create their own crosswords, of varying

from 10 x 10 up to 20 x 20 squares. First, enter your words, up to as many as 50 in all. These can easily be checked, altered or edited. The program then goes about the impossible task of fitting the words on to the grid of required size. This is perhaps the most annoying and frustrating moment. The first two words are displayed on the grid, and then the program attempts to add further words where possible. The program will, of course, only succeed with a few. Initially, this is something of a "let down" for children, but happily the program does allow the user to examine the words in the grid and try to fit additional words "on to" them. This is a valuable educational exercise in itself.

After the crossword grid has been formed, the most demanding task follows — clues have to be created for each word in the grid, and typed in. Working with children in small groups, this can be a rewarding exercise, bringing out many important language skills. This is true whether the topic is "Household Pets", "The Clubs of the Football League", or "Nuclear Physics" — the program demands thought, prior knowledge, ability with language and at times even a touch of humour.

The task of creating a crossword grid and writing the clues for it could be given to one group of pupils who can then print it out and inflict it on their peers. The actual printout is not very professional in appearance and bears little resemblance to the crossword grids usually seen, but this is perhaps a small point which could be remedied.

Another fault is that programs created and named cannot be stored on disc. This would be a useful facility for teachers who wish to write crosswords as a classroom resource and use them when necessary.

Minor criticisms apart though, this program surely allows the type of educational computing which should be encouraged — open-ended, content-free, interactive, sociable and educationally worthwhile.

School Text is designed to allow the production of 26 Teletext style pages of information. At first glance one might be forgiven for thinking that **School Text** is just another version of Teletext programs already on the mar-

ket such as **Edfax**. Indeed, many of the features for producing the standard Teletext text and graphics are similar. However, **School Text** differs in its production of pages of information.

Each of the main headings of the 26 pages has been pre-defined. These headings cannot be changed, which might seem inconvenient, but they have been chosen wisely and we feel they should adequately cover most needs.

As an example, the first four pages are headed as news. The user has only 12 lines for each page on which to put text/graphics information. However, as the first of these acts as a title for the page (and comes out in double height without your assistance) you really only have 11 lines. This necessitates careful thought about layout and contents of the page, but it also means that a very professional result can be produced quickly.

Putting in the information is easy, as the function keys are programmed to assist you with coloured text and graphics and an overlay is provided. A word of warning: at the end of each line of text on a page you must press the return key to get to the next. Failure to do so will wipe out the line you have been typing. This seems an unnecessary inconvenience.

Once a page has been completed you are asked if it is correct. At this point, pressing N will wipe out your page, so if it does have some minor errors, edit it at a later date — don't start again. The pages, once saved to disc, can be edited and this procedure is quite straightforward and well explained. Any page can be displayed with further pages (in order) displayed by pressing the spacebar; or the pages can be cycled with each one on view for 30 seconds.

We found the manual easy to follow and pupils who worked with this package had no trouble using it. Those who were used to working with **Edfax** thought **School Text** too simple — but then it is intended to be easy to use. All in all this is a very convenient package to use, and although perhaps overpriced, we would recommend it as a good starting point for anyone wanting to use Teletext pages to display information.



bits

ABC

Both of the education awards in the British Microcomputing Awards for 1986 (organized by the Sunday Times and Personal Computer World) were won by "ABC", a program which aims to introduce children to the computer as a writing tool. It was designed by Daniel Chandler and is published by Acomsoft.

The program has number of special features not found on conventional wordprocessors, for example blocked text are moved using the "bug" which tows words from one place to another, and it offers four types of screen display: write, read and write, the slate and display.

Further details from Acom Computers Ltd, Fulbourn Road, Cherry Hinton, Cambridge CB1 4JN.

SOFTLAB EXPERIMENTS

The Softlab series of programs from Shell Education are designed to allow schools to simulate scientific experiments which might be dangerous in the classroom or might require equipment not available to schools.

The electrical experiment, for example, allows components and instruments to be assembled and wired up on screen as the teacher wishes. Equipment can be included on an industrial scale so that power supplies, many kilovolts and currents of hundreds of amperes may be manipulated.

The experiments can be carried out by pupils aged five upwards. Each "game" costs £13 plus VAT and consists of a 40-track disc for the BBC Model B and an illustrated colour booklet.

They are available from Hodder and Stoughton Educational, Mill Road, Dunton Green, Sevenoaks, Kent TN13.

Cab's eye view

Jacquetta Megarry on a program for train buffs

Southern Belle
Cassette for BBC Micro, Electron, Spectrum and Amstrad £7.95
Hewson Consultants, 566 Milton Trading Estate, Abingdon OX14.

This program is highly interactive and conveys important messages about just how difficult driving a steam locomotive is, how carefully you have to husband your resources, and how hard it is to make up lost time once delayed.

Mike Male and Bob Hillier have faithfully simulated the more important controls needed to drive a King Arthur class steam locomotive from London to Brighton before electrification in 1932. The user plays the role of driver and fireman, working from a cab's-eye view of the track ahead, supplemented by messages showing distances from stations, the gradient profile and an indication of smoke quality. Different levels of control and various schedules are provided, such as a training run, record-breaking run and problem run.

Given the limitations of the BBC Micro, the authors have done well to create a plausible impression of speed using hidden-line perspective. However, the pace is slow and "movement" jerky. Features like Battersea Power Station and Clayton Tunnel are only just recognizable.

The program demands a highly knowledgeable and very motivated user. Each run can take 20 minutes or more, and it is not easy to sustain the



practice leads to improvement, but only the committed are likely to complete the journey.

A fair amount of physics is implicit in the interactions between steam pressure, regulator position, throttle blower setting, water level, traction and the like. Those who drive simple such concepts; they also pick up perception of the individual characteristics of the particular loco that they drive.

For novices to extract the educational benefit from this topic, at least two programs are needed to address these two kinds of learning separately. An open-ended simulation could allow the user to master the working of the relationships among the variables without the distraction of speed and time limits. This could be followed by a program featuring various journey types, control level and schedules.

The authors could use railway expertise with a good track record in microcomputer simulation design. Mike Male also wrote *Nightlife in London* and *Heathrow Airport Traffic Control*. Perhaps it is unfair to expect them to provide a training element as well as a program more enjoyable as well as educational.

If the existing program were available on disc, it would have educational potential in the hands of knowledgeable teachers in demonstration mode. On cassette, I fear, the market is limited to train buffs.

Open-ended science

SCHOOLS TELEVISION

Scientific Eye
Broadcast last term: to be repeated next year
Now available on video (VHS or Betamax) as a series of 10 20-minute programmes plus two teachers' packs £39.95; individual programmes £15 each from Geoff Foster, Yorkshire Television, Television Centre, Leeds.

Teaching science in an open-ended, problem-solving way which satisfies the content demands of syllabuses is not easy, so it is a relief to find a series of television programmes that shows how it can be done.

Scientific Eye is a series of 10 programmes (to be increased to 20 next year) aimed at 11 to 13-year-olds. It covers themes which feature in many lower school science courses — "Keeping Warm", "Acids", "Fire and Flame", "Force and Friction", "Gravity", "Keeping Cool", "Lighter than Air", "Mini Beasts and Disease", and "River of Rocks". Each programme is packed with ideas that show the applications of science and the impact it has on everyone's lives.

"Acids" sounds as traditional as could be, but the content is not. The programme starts with observations on two tree plantations in Lancashire, where the height and growth rate of the spruce trees on one are less than those on the others; the dead fish in a Swedish lake; and the damage to stone memorials. And then the problem is raised — could this damage be caused by acid rain? Scientists and the popular press claim?

After demonstrations of the corrosive and beneficial effects of different acids, the viewers are asked about the acidity of household liquids and the effect of cola drinks on teeth and meat and to "Look — Think — Try — and Guess" about these problems and that of acid rain. Thus the elements of the scientific method are put into the programmes.

Children carry out investigations, and these are adaptations of ones familiar to most teachers. For instance, they look at the insulating properties of materials by finding the effects of a cover on the cooling of hot water, but the children use their own smocks rather than artificial covers. Questions are asked about the procedure — "why are several readings taken?", "why are two sets of apparatus used?", thus emphasizing the need to control variables and reinforcing the scientific method. Even though children do investigations, there is no prescription or method, which means that similar problems could be presented to class groups for them to solve and decide on the fair tests.

Any investigations which are difficult to do in school, either because of the need for specialist equipment or the hazards of the procedure, like testing the insulating effects of clothes humans installed in Controlled Arctic Conditions or spraying water on an oil fire, are incorporated into the presentation.

The DES Policy Statement "Science 5-16" says "too much time spent learning science by too many pupils consists of the accumulation of facts and principles which have little perceived or indeed actual relevance to their daily lives as young people or as adults. Few Science courses draw on the experiences that pupils can bring to their everyday lives. Most experiments and many illustrative examples are laboratory based and divorced from the present-day world. Too many examples of the technological applications of science, included in Science courses and examinations reflect past developments rather than current ones." Such comments cannot be levelled at *Scientific Eye*, for the series shows how lower school Science courses can be made relevant, interesting and fun.

A book accompanies the series but the relationship between the two is hard to discern. Each topic is dealt with in a double page, has amusing illustrations, many in full colour, and provocative questions. It will be a useful reader for class or individual use. So book and programme are good — shame about the mismatch.

Jackie Hardie



The ultra-clean Jeff gets arrested for possession

If only . . .

Nick Baker previews a new play for 'Scene', on the spread of drug abuse in schools

SCHOOLS TELEVISION

Too Nice by Half
BBC2
May 7 11.40am, May 9, 2.00pm.

Do we really need any more anti-drug TV for young people? If Wally K Daly's new play for the *Scene* series is anything to go by, the answer is most definitely yes. *Too Nice by Half* deals with the spread of drug abuse in a school, and as such it will need careful handling in the classroom. It's strong stuff.

It tells the tale of two 16-year-olds, prematurely aged because of their contact with drugs. Danny learned the habit from his older brother, while Jeff, the hero of the piece, has never touched the stuff, but tried (unsuccessfully) to help his addict sister, who

finally took a fatal overdose. Jeff takes Danny to his family's seaside chalet in the depths of winter. The idea is for Danny to kick the habit the hard way — by going cold turkey.

Through a series of flashbacks, we see how Danny, once the nice boy of the title, gets deeper and deeper into the drugs scene, eventually becoming the school's supplier. It's worth noting that the film shows him getting spotted and spotted at the same time — a valuable deterrent for appearance-conscious fifth formers to note.

The film constantly gives its audience a chance to say "if only". If only the admirable Jeff had told his classmates about the fate of his sister before they got in too deep. If only Danny's layabout addict brother hadn't fallen down stairs and hurt his ankle — necessitating Danny's visit to the dealer on his behalf. If only Jeff hadn't confiscated Danny's last packet of heroin before locking him in the

chalet for his own good. By a savage twist of irony, it's the ultra-clean Jeff who gets arrested for possession.

There are a couple of "if only's" about the production, although the bleakness and strength of the writing and acting far outweigh any criticism. But if only they hadn't shown actors chasing the dragon and injecting themselves. Dramatically necessary, perhaps, but also (to a tiny few) potentially glamorizing. And if only the film could have been longer and less concentrated in terms of plot.

There's certainly enough story line to fill two 30-minute episodes, and one 30-minuter doesn't give the characters enough time to develop. In a sense, the story itself is too good by half.

Teachers will feel the need to keep pressing the video pause button to analyse and discuss the events of the story. Pupils will undoubtedly want an uninterrupted viewing of it, right to its inevitably bitter ending.

Ashok Bery

Pick a letter

by John Bald

Prompt 3
Disc for BBC Micro £4 approx
Capitol Media, c/o Inner London Educational Computing Centre, John Ruskin Street, London SE25 0PQ.
Language Development in the Primary School
Disc for BBC Micro £11.95
RESOURCE, Exeter Road, Off Coventry Grove, Doncaster DN2 4PY.
Blinking Words
Disc for BBC Micro £13.80
Suevic Publications Ltd, Townsend, Poulshott, Devizes, Wiltshire SN10 1SD.

Prompt 3 is the final, polished version of MEP's "supportive introductory wordprocessor", designed to be used with a BBC B computer and a Star Concept Keyboard. The basic idea is that words corresponding to overlays for the Concept Keyboard are stored in the computer, so that children can compose sentences on the screen simply by touching the words they want to use on the overlay.

The program inserts a space after each word, and there is an optional key which will capitalize the first letter of any word, as well as facilities for "editor squawks", which permit functions such as arrow keys and "return" to be operated without recourse to the main computer keyboard. This, however, remains connected, so that it is possible to write on the screen in the normal way as well as entering words from the overlay. Overlays can contain up to 128 items and can accommodate pictures, groups of words and irregular shapes as well as single words.

The screen display offers coloured characters and backgrounds, graphics and a choice of single or double height for the writing, an option which is also available from the printer. Files generated using **Prompt 3** are compatible with a broad range of more advanced wordprocessors, and a year's work on the utilities disc has ensured that overlays can be made virtually as quickly as the teacher types in entries.

The documentation is clear and comprehensive and, if there are any snags in the program, I haven't found them. Two and a half years after Bob Dyke's original idea, **Prompt 3** is a complete success.

So how do we make use of this ingenuity? The authors' suggestions, "almost 101 ways of using **Prompt 3**", range from "Breakthrough-style" activities to word games, work in modern languages and combinations. With other programs such as the MEP's *Touch Explorer*, which also uses the Concept Keyboard, these make a good starting point, although a reception class teacher and the deputy head of a school for pupils with severe language disorders have argued that the experience of physically handling and matching words, which *Breakthrough to Literacy* provides and *Prompt* does not, is for some children essential. *Prompt*, on the other hand, is clearly much broader in scope, and may prove attractive to some teachers who have been impatient with the format of *Breakthrough*. It has also proved to be extremely popular and useful in work with older pupils, and with students in further education who have special educational needs. What the relative merits of the two systems, the availability of *Prompt 3* is a powerful argument for both infant schools and special needs teachers to be equipped with the Concept Keyboard, with the A3 size probably the better buy.

Language Development in the Primary School is also good value, although at least one of its four programs, Bob Moy's text reconstruction program *Developing Tray*, has been available for some time. This version has been slightly modified to allow some of the operating commands to be entered via the red keys of the BBC B rather than from the letter keys, an arrangement which some pupils found initially confusing. Of the remaining programs, *Writer* is a simple and convenient wordprocessor which uses double-height print, while *The encyclopedia*

pupils to consider using new words by offering alternatives from its files for words marked in a sentence entered by the user on the screen.

The pupil or teacher selects the words which are to be reviewed, and it is easy to alter existing files and to make new ones. *Mailbox* is a detective game not dissimilar to "Cluedo", and requires the player or players to collate information about a number of potential suspects before arresting the criminal. Success leads to promotion, while a false arrest moves the sleuth one rung down the ladder. There is a simple framework which allows pupils to construct their own scenario — the handbook suggests that this might take a group of pupils one-and-a-half hours — and the whole exercise is fun.

Blinking Words is based on the LOOK — COVER — WRITE CHECK technique for learning to spell, and works from files of up to 10 words, which can be either of a general nature, such as the authors' *Blends 2*, or constructed for an individual pupil. Each word can be displayed for between 0.1 and 15 seconds, after which it disappears and the pupil tries to write it from the keyboard. Up to three attempts are allowed; at each word, a set of traffic lights appears after each attempt to indicate success or failure, and a score is provided at the end of the file.

The fastest setting is very demanding indeed, and the program can also be used as a competitive game between two players, although this feature will not always be appropriate. The teaching technique itself is supported by convincing research evidence, notably in the work of Dr Margaret Peters, but whether this version is preferred to a number of others which are currently available will depend largely on the teacher's choice of screen display. I found the aspect of *Blinking Words* slightly harsh, and would recommend that teachers thinking of using a spelling program consider the competition carefully before purchase.

Cab's eye view

Jacquetta Megarry on a program for train buffs

Southern Belle
Cassette for BBC Micro, Electron, Spectrum and Amstrad £7.95
Hewson Consultants, 566 Milton Trading Estate, Abingdon OX14.

This program is highly interactive and conveys important messages about just how difficult driving a steam locomotive is, how carefully you have to husband your resources, and how hard it is to make up lost time once delayed.

Mike Male and Bob Hillier have faithfully simulated the more important controls needed to drive a King Arthur class steam locomotive from London to Brighton before electrification in 1932. The user plays the role of driver and fireman, working from a cab's-eye view of the track ahead, supplemented by messages showing distances from stations, the gradient profile and an indication of smoke quality. Different levels of control and various schedules are provided, such as a training run, record-breaking run and problem run.

Given the limitations of the BBC Micro, the authors have done well to create a plausible impression of speed using hidden-line perspective. However, the pace is slow and "movement" jerky. Features like Battersea Power Station and Clayton Tunnel are only just recognizable.

The program demands a highly knowledgeable and very motivated user. Each run can take 20 minutes or more, and it is not easy to sustain the



practice leads to improvement, but only the committed are likely to complete the journey.

A fair amount of physics is implicit in the interactions between steam pressure, regulator position, throttle blower setting, water level, traction and the like. Those who drive simple such concepts; they also pick up perception of the individual characteristics of the particular loco that they drive.

For novices to extract the educational benefit from this topic, at least two programs are needed to address these two kinds of learning separately. An open-ended simulation could allow the user to master the working of the relationships among the variables without the distraction of speed and time limits. This could be followed by a program featuring various journey types, control level and schedules.

The authors could use railway expertise with a good track record in microcomputer simulation design. Mike Male also wrote *Nightlife in London* and *Heathrow Airport Traffic Control*. Perhaps it is unfair to expect them to provide a training element as well as a program more enjoyable as well as educational.

If the existing program were available on disc, it would have educational potential in the hands of knowledgeable teachers in demonstration mode. On cassette, I fear, the market is limited to train buffs.

Jackie Hardie

briefings

radio & tv

For schools

TEXTILE STUDIES

(Tues, 9.52, Thurs, 11.22 BBC2)
A new resource series for those teaching textiles and home economics to 11 to 14-year-olds. Concentrates on the technologies of design process, spinning, weaving and printing. "Spinning a Yarn" illustrates how the properties of fibres decide the character of the fabric.

SEX EDUCATION

(Tuesday, 10.15 BBC2)
A short unit of three programmes to introduce eight to 10-year-olds to the changes that occur at puberty, the meaning of conception and the birth and care of a baby child. Here they consider the sequence baby-child-adult (parent).

ANIMALS IN ACTION

(Tuesday, 10.48 ITV)
"Signals" is about the methods used by animals and birds to communicate. Examples include the gestures of the African elephant, the ritual courtship dance of the crane and the singing of the hump-back whale. For eight to 14-year-olds.

Jackie Hardie

ADVANCED STUDIES: GEOGRAPHY

(Tuesday-Friday, 00.30 VHF4)
A repeat of the four radiovision programmes on biogeography — soils, tropical forests, temperate landscapes and the resources of the oceans. The second unit intended for CPVE and A level students looks at practical management closer to home, beginning with a radiovision programme on public transport in Hamburg.

STOP, LOOK, LISTEN 'B'

(Wed, 10.21, Fri, 11.15 ITV)
"Station" sees a group of seven to nine-year-olds going behind the scenes at a railway station before taking a trip in a local train and a steam train.

WAVELENGTH

(Thursday, 11.30 VHF4)
Presented this term by Muriel Gray from The Tube and Phil Korbel from Radio Manchester's student programme, "Buzz". Mini-enterprises: Investigates a range of schemes being operated "on the side" by young people.

MAKE UP YOUR MIND

(Thursday, 14.40 VHF4)
Each programme in this series features a subject of scientific and technological importance which is debated by experts

FAMILY AFFAIRS

(Friday, 10.28 ITV)
"Time Out" has four real-life situations which show the pleasures and challenges of leisure activities. Fifteen to 18-year-olds see the problems of living away from others in the country or being in charge of a younger sibling, plus the attractions of the local youth centre or the planning of a cycling holiday.

Continuing education

MODERN EUROPEAN AUTHORS
(Saturday, 17.00 VHF4)
A repeat of the series featuring most of Europe's famous modern authors, their lives and works.

SEEDS OF HOPE: THE VILLAGE

(Thursday, 23.15 Channel 4)
The story of life in an Ethiopian village in the time leading to the recent famine. Charles Stewart has updated his film which was originally transmitted on the ITV network last summer.

GENERAL INTEREST

INDIAN TALES FROM THE RAJ
(Sunday, 17.00 R4)
What did the Indians think of the British and their Raj? This series draws on memories and opinions of Indians who worked under the British.

Jackie Hardie

Lost for words

SCHOOL RADIO

CSE English:
Help with Spoken English
BBC Radio-4VHF
April 28, 29 night-time broadcast.

One of the few incidents during which Mrs Thatcher was lost for words occurred when it was pointed out on a broadcast phone-in that the *General Belgrano* had been sailing away from the Falklands when it sank; she was reduced to repeating, as if the sentence were a charm, "it was a danger to our ships". The opening programme of *Helping with Spoken English* used this incident in order to emphasize the importance of being prepared during interviews.

Many essential points were made and illustrated in this group of four programmes which was designed, with the requirements of the GCSE in mind, to boost confidence and give practice in a number of different activities, including interviews, discussions, instructions, commentaries and talks.

Broadcasting and broadcasters figured prominently, both as examples and as sources of advice. Brian Redhead, *Speaker of the Year 1985*, offered anecdotes and tips about pronunciation, confidence and much else; John Arlott, introduced by an extract from one of his inimitable cricket commentaries, talked about the job of the commentator; the BBC's political editor, John Cole, confessing to a "certain degree of irritation" at jokes about his accent, made the point that there was no such thing as a correct accent but that you did have a duty to make yourself understood.

The programmes' occasional tendency to flag and sag was countered by these experienced speakers and by a number of voluble and forthright school pupils who were heard offering advice on public speaking, tackling the subject of television violence or giving their opinions on what makes a good discussion.

Taken together, these four programmes moved gradually out from improvisation exercises towards more formal and public kinds of speech. Underlying them was a concern with self-confidence, which is crucial to nearly all successful use of the spoken language. Brian Redhead made the point succinctly: "You've got to believe you're not being boring. The moment you get it into your head that you're boring people, you clam up."

Ashok Bery

4 Titles Available For Recording From Sunday 4th May 1986

Approximate Transmission Times.

Sunday 4th May 10.00am The Perfect Money Programme For Code B 11.00am The Business Programme For Code F 12.00pm The Talent Eye For Code F 1.00pm The Talent Eye For Code F 2.00pm The Talent Eye For Code F 3.00pm The Talent Eye For Code F 4.00pm The Talent Eye For Code F 5.00pm The Talent Eye For Code F 6.00pm The Talent Eye For Code F 7.00pm The Talent Eye For Code F 8.00pm The Talent Eye For Code F 9.00pm The Talent Eye For Code F 10.00pm The Talent Eye For Code F 11.00pm The Talent Eye For Code F 12.00pm The Talent Eye For Code F	Sunday 4th May 1.00pm The Talent Eye For Code F 2.00pm The Talent Eye For Code F 3.00pm The Talent Eye For Code F 4.00pm The Talent Eye For Code F 5.00pm The Talent Eye For Code F 6.00pm The Talent Eye For Code F 7.00pm The Talent Eye For Code F 8.00pm The Talent Eye For Code F 9.00pm The Talent Eye For Code F 10.00pm The Talent Eye For Code F 11.00pm The Talent Eye For Code F 12.00pm The Talent Eye For Code F
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SOMETHING HAS DIED

Can't buy me love or imaginative teaching, Bernard Barker mourns.

It is taken for granted that the reform of the education service is necessary and desirable. New salary scales, teachers' contracts and appraisal, national criteria and pupil profiles are just the tip of an iceberg that is confronting local authority schooling. Nobody has learned anything from the Titanic.

Politicians and some professionals expect to create a new, exciting culture populated by active, experiential, practical, pre-vocational entrepreneurs. The consensus is that Sir Keith and the Manpower Services Commission have stimulated and enlivened otherwise dreary schools from which pupils once emerged misshapen and alienated. Commentators interpret the teachers' rebellion as the defiance of Luddites or handloom weavers bent on defending "restrictive practices" and archaic methods. Once the price is right, uninterrupted progress towards mid-Victorian England can be resumed. Teachers will become willing engineers of a Young Enterprise future.

But what is the point of all this? What is involved in the new culture? Words like "modules" or "competence" are repeated as if they were a guarantee of valuable content. New critics are heard asking what experiential learning looks like, or how useful practical work can be undertaken without theoretical knowledge. Technology is the vogue but for all the TVEI millions has it become easier to understand electricity, magnetism or printed circuits? Yet if lessons are to be improved the general must be understood. Enthusiasm for the pre-vocational is not enough.

Reading Roger Woddis's poem about the Beatles' museum, "They're leaving home", I had an idea for IM's English lessons next week. I shall

stride into the classroom and startle the children by ordering them to sweep the clutter of furniture to the walls. I shall play a tape recorded from my 20 years' old *Sergeant Pepper* album, announcing that it is disco-time and demonstrating the twist and other wiggles from my youth.

After initial embarrassment they will join in, laughing at the RAF cap and uniform I shall pull on to capture the spirit of the LP sleeve. After five minutes I shall pause, and tell them about the Beatles, Liverpool and sixties' youth. When they've heard "She's Leaving Home", a photocopy of the text and cartoon from Alan Aldridge's *Beatles Illustrated Lyrics* will be distributed.

We shall then study and compare "They (We knew them most of our lives) are leaving (Sang to us most of our lives)" (Woddis) with "She (We gave her most of our lives) is leaving (Sacrificed most of our lives)" (Lennon and McCartney). I shall ask what they think poetry is, and shall only decide on their answer when they have finished with this framework. Maybe they learn about disco-dancing or draw their own cartoons, or search newspapers for information about Liverpool's bankruptcy and the Beatles' museum moving to London. Perhaps the story of a girl running away from her parents will catch their attention. One day we may visit the museum.

I cannot demonstrate the value of this material or the lesson to be created from it. Lord Young will not observe any benefit when the pupils leave school and I doubt whether their spelling or "communications skills" will be significantly improved. But we shall dance a poem together, IM and I, an hour of subtle feeling and sophisticated pleasure in a dreary, materialistic world. Reformers have not taken the trouble to

understand the motives and intentions of teachers like me and their plans for changing our lessons will founder on their ignorance. Despite the dispute, I spent many hours entirely preoccupied by "She's Leaving Home". The idea of a lesson-disco as a forum for looking at parody, lyrics, cartoons, teenage emotion, inner-city decline and popular music excites me. I'm still juggling the elements of it to make it better, to stretch my imagination and theirs.

Successful teachers are pulled into the profession by ideas and the desire to create experiences through which ideas can be communicated. We want to extend human language and consciousness, to stimulate in others an infinite curiosity and questioning. We don't think of groceries much because we assume imagination and ideas will earn a living long after the last corner shop in Manchester has closed. The Tories seem to have forgotten Disraeli's remark that "Imagination is the most powerful of all."

Contrary to present expectations, it is unlikely that teachers or lessons will be much helped or reformed by the Josephite programme. I would not risk my Beatles' lesson if an appraisal were in the offing. The inspector may not approve of disco-dancing during the working day.

It takes enormous self-confidence and self-assurance to teach like this; it is much easier to sit them down with a pen and a book. Suppose the children do not react as I expect? Suppose there is noise or disorder? But if I lack the skill and ability to carry off "She's Leaving Home", how will appraisal develop these qualities? Is it not more likely to make me tentative and nervous?

Would a new contract help me? If the document simply recognizes what I do already it will be

harmless enough but if it becomes prescriptive, defining what I should do and how I should do it, I am likely to spend weekends having bright ideas? Is it not more probable that teachers will come to begrudge what was once so freely given?

The Technical and Vocational Education Initiative and related in-service training cannot help me with an English lesson. You cannot buy Roger Woddis, Lennon and McCartney or good teachers; they just happen and you must be grateful for them. If education were a higher-status, better-funded business we should enjoy it more, or course. It would help my disco if the classroom had its own audio-system. But money can't buy love or teaching ideas.

GCSE and pupil profiles will not persuade pupils to enjoy my lesson whether it is good or bad; our relations depend on ourselves, not the inspector or the examination.

What schools face is an attempt to convert imagination and the creative spirit to the purposes of shops and offices. Teachers should respond by re-emphasizing the primacy of the lesson, by insisting upon a creative partnership between themselves, parents and children.

No report on earth can alter the success or failure of teachers in classrooms; children and staff are motivated by mutual stimulus and the intrinsic value of an activity, not by the imposed values and rewards of an outside agency. Will the Beatles sing more beautifully when I have referred to the sky-blue folder of the national criteria?

Otherwise, "Something has died that was always our pride for so many years. Bye, bye. They're leaving home bye bye".

Powerful distractions

John Sturt asks if it is possible to value education too highly

My third year classical studies group ought to have been a success story last week, but it did not quite work out that way.

They are the bottom set and frankly not easy to hold, but I think they are good for my soul and I am sure they are good for my standing in the staffroom. Nobody harbours any illusions about them. Except that last week, I did.

All ought to have been well. We had reached a satisfactorily bloody stage in a project on the Roman army, had almost completed a working model of an *onager* and were all set to embark on a faintly racist dramatized diary of a legionary stationed on Hadrian's wall. But two of the key characters failed to answer their names and I could see from the faces of the others that they were not ill.

I had learned again that the impact of tyranny falls hardest upon the organization of classroom teaching, and I again considered the waste of education which recurs, however hard we struggle to make things interesting and relevant.

It is nothing new. I once saw a 19th century entry by an HMI in a school log: (think in Bury St Edmunds, complaining at the number of children missing from school on the given excuse of "bird scaring"). It was signed Matthew Arnold.

Neither is it exclusively our problem. We are rivinned with an excellent school in South Germany, in a wine producing area. It was October when I first went there and all day long from the hills around the town rolled the sounds of guerrilla warfare as hundreds of small trunks armed with blank cartridge pistols discouraged the birds from depredations in the vines.

A primary school teacher there told me that 30 per cent absence was not unusual at that time of year.

When I was learning my trade in one of those delightful village colleges in the rich but cold Fenlands of Cambridgeshire, there was another seasonal agricultural plague of mitching. It was known as "the campaign" and lasted for the hectic weeks in which the sugar beet was lifted and transported to the factories.

I remember a farmer with muck on his boots and baler twine about his ample waist stumping into my English lesson and removing his son "to do something useful", and I remember not having the experience to know what to do about it. Attendance was badly hit during the campaign, but prosecutions were rare - and seldom effective.

An attendance officer I was friendly with in those days told me of the collaborative warning systems that operated in those flat and closely knit communities. If he did not change his car every few months he became completely ineffective. The vehicle became known, was visible for miles, and before he got anywhere near a farm all the children had vanished from the fields.

It was not only in country areas that there were powerful distractions, though somehow it is easier to find excuses in such places. I have certainly met boys whose knowledge of natural history was far more extensive than my own and I

know learned mainly on poshing trips during school hours. I can remember myself, even if only once, turning down an hour of Caesar's Gallic Wars for an afternoon's perch fishing in the lovely depths of the Chervell. And I am not at all sure I chose wrongly.

Things were different in the Third World when I worked there. No one in those countries undervalued education, though sometimes they valued it for the wrong reasons. In Sarawak, the secondary schools were sometimes located in remote jungle areas to act as focal points of improvement for the nearby long-house people. There were no "educational welfare" officers, I remember, but some of my pupils walked six or seven miles along jungle paths and across swamps to get schooling, and reckoned themselves lucky.

Sometimes it was my duty to cause absences. Then the constant battle was for the collection of fees, a mere \$5 or \$10 a month, but much resented by the Dayak pupils who wanted education but were ill placed to pay for it. They did not come, after all, from a cash economy and would have been better placed to have settled by barter.

I remember being offered a ceremonial parang and on one occasion a human skull in its special little basket in an attempt at settlement. As a last resort I had to send the child to tap rubber or

collect fruit, and to come back when there was enough cash in hand to meet the arrears.

Unfortunately, education, while certainly valued as a precious commodity, was almost universally looked on as the passport to enhanced living standards and was thought very little of for its own sake. I wonder if we fool ourselves about how it is regarded by the young people in this country.

A few years ago, one of my Dayak pupils of 15 years before, called on me in England. I had thought of him as very much a success story. He had progressed from the University of Singapore to an American medical school and was now qualified and practising in England. Remembering there had been only three doctors for the whole country when I had been there, and the desperate need to overcome the health problems and backwardness of his own people, I asked him if he had ever thought of contributing a few years of doctoring back in the remote area he came from.

"I'd like to," he said, "but I am married now and my wife would not want to be stuck among primitive people. Besides I have to think of the future of my children when they come along."

I was sad when he had gone in his sports car and his smart tweed jacket. I could not have wished this. He had valued education less, but I certainly would have had him value it differently. I had been proud, those years ago, at getting him to university for neither of his parents could read or write; but I had clearly failed in some other things. I would have hoped to have taught him.

John Sturt is head of Knowles Hill School, Newlyn Abbot, Devonshire.

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Nursery Education

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Primary Education

Headships

Deputy Headships Senior

Masters/Mistresses

Heads of Department

Scale 2 Posts

Remedial and Special Needs

Teaching Posts

Scale 1 Posts

Middle School Education

Headships

Deputy Headships Senior

Masters/Mistresses

Remedial and Special Needs

Teaching Posts

Art and Design

Craft Design & Technology

English

History

Home Economics

Humanities

Mathematics

Physical Education

Science

Social Studies

Speech and Drama

Other than by Subjects

Secondary Education

Headships

Deputy Headships Senior

Masters/Mistresses

Remedial and Special Needs

Teaching Posts

Art and Design

Careers

Classics

Commercial Subjects

Computer Studies

Craft Design & Technology

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Musical

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

Sixth Form and Tertiary

Colleges

Scale 2 Posts

Scale 1 Posts

Special Education

Headships

Deputy Headships Senior

Masters/Mistresses

Heads of Department

Scale 2 Posts

Scale 1 Posts

Appointments in Scotland

Independent Schools

Headships

Deputy Headships Senior

Masters/Mistresses

Remedial and Special Needs

Teaching Posts

Art and Design

Classics

Computer Studies

Craft Design & Technology

Economics & Business Studies

English

Geography

History

Home Economics

Mathematics

Modern Languages

Musical

Pastoral

Physical Education

Religious Education

Science

Preparatory Schools

Headships

Deputy Headships Senior

Masters/Mistresses

Art and Design

Classics

Craft Design & Technology

English

History

Mathematics

Modern Languages

Musical

Pastoral

Physical Education

Religious Education

Science

Other than by Subjects

Colleges of Further Education

Directors and Principals

Heads of Department

Other Appointments

Polytechnics

Other Appointments

University Appointments

Research Posts

Fellowships, Studentships and Research

Awards

Colleges of Higher Education

Other Appointments

Adult Education

Community Homes and Associated Institutes

Other Appointments

Youth and Community Service

Overseas Appointments

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Required for September 1988 for a Nursery Teacher required to work in a new purpose built Nursery Unit in this infant school. Applications from newly qualified teachers welcomed. Scale 1 plus Outer London and Social Priority Allowances. Application form and further details available on receipt of a s.a.e. from the Head Teacher, Ref: 871912. (02044) 100026

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class teachers. An Inter
interviewed. Reading
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Applications 16th May 1986.

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Applications are invited from Infant and Junior Teachers for Permanent Scale 1 Vacancies in Croynall. All posts tenable from 1st September 1986.

Application form and further details obtainable from Mrs. Shelagh Crawford, Teaching Appointment Section, Taberner House, Park Lane, Croynall, 11TP. Telephone 01-688-4433 Extn 2609.

Closing date for applications 18th May 1986.

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Education Department

SECONDARY HEADSHIPS

Applications are invited for the following posts to commence in September 1988:

Dwr-y-Felin Comprehensive School

(Mixed) (1230 on Roll) (Age Range 11-16)

A Headteacher

For this Group 11 School.
(Post Ref: 12.10.86).

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(Mixed) (600 on Roll) (Age Range 11-16)

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For this Group 9 School.
(Post Ref: 13.10.86)

Mynyddbach Comprehensive School

Heol Ddu, Treboeth, Swansea SA6 7UP
(Girls) (920 on Roll) (Age Range 11-16)

A Headteacher

For this Group 10 School.
(Post Ref: 14.10.86)

Application forms and further particulars for the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN on receipt of a large stamped addressed envelope, quoting the above post reference.

The Closing Date for the receipt of completed applications is Thursday, 15th May, 1986.

John Beale, Director of Education

1379

ilea Inner London Education Authority

HEADSHIP

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Salary: Head Teacher Group 4(S)

Term: 1 September 1986

Reasonable removal expenses will be reimbursed. Application forms and further details obtainable from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, CR9 1TP. Telephone 01-688-4439 ext 2674 to whom completed applications should be returned by Friday 9 May 1986.

CROYDON EDUCATION

(0619)

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Scale 2 Posts and above

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BURNWOOD HIGH SCHOOL

18-19 age range
Required for September 1986.
Year Leader. Please state subject and level of the post. Secondary permanent, and would be suitable for a New Education.

Apply by letter to the Head Teacher giving c.v. and the names and addresses of two referees (1986) 154030

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STAFFORDSHIRE

BURNWOOD HIGH SCHOOL

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Required for 1st September, 1986. A fully qualified specialist teacher of Boys' PHYSICAL EDUCATION (Scale 1). This is a temporary one year appointment with the possibility of the post becoming permanent, and would be suitable for a New Education.

Further details and application forms available from the Headteacher at the school (a.s. please).

CLAYTON HIGH SCHOOL

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Other than by Subject Classification

Scale 2 Posts and above

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Othello relating his adventures. See "The play's the thing", and "Tangible experience" page 6

Bill Deller considers GCSE Literature

[illegible]

hope that the examiner or moderator will recognize this in considering the candidates' responses, to forward one to go for a more lenient marking. I am Sir Keith's *Macbeth* with the middle band. What indeed should we do about setting, banding, mixed-ability grouping in the light of the literature examination? How do we (how do the boards) structure questions for the most able while not baffling the least? It is again ironic that Sir Keith's dream of a centrally controlled examinations system should of necessity have to leave many of these vital practical questions to the good sense and judgement of classroom teachers. The tone of the boards' 1989 proposals is very different, and anxious to please the teachers, customers, rather than the more managerial approach favoured by the Secretary of State. Their booklet lists are drab amalgamations of O level and CSE standards with the new "multitask" book thrown in.

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Two areas of concern

continued

(Sumitra's Story seems the favourite). The questions on the specimen papers are the usual worthy mixture of context, characterization, plot and style, made more open-ended though I still cannot see the bottom 40 per cent making much sense of them. In guidance on the thornier problems of examining English Literature across a wide ability range, I suppose it is unfair to expect it of them. (After all, it is not the board's fault that a department I know well had to reject an open text exam for 1997 because they couldn't afford enough copies of the texts for each candidate to have access to them in the exam room.)

Which brings us in a roundabout way to problems of theory. Anyone can see that the joint CSE/GCE Literature proposals are an honest and hasty stitching together of the traditions of the two sides, incorporating a number of reforms talked about and practised in the profession for years. By and large if English teachers were given the time and resources to operate the new system, better teaching would be encouraged. What worries me is that crucial problems of literature in schools are likely to be ignored in the fuss: what for example is this "litera-

ture" we are teaching, and by what criteria is it chosen? The National Criteria talk of "the canon of English Literature" but even if one accepts this notion, by no stretch of the imagination can the board's lists of texts equated with what university English departments call English Literature. In Leavisite terms much of it wouldn't even make the third rate. And yet some standards are obviously operating. No blockbuster best sellers appear, it seems to me, at the very least, that every English department should be able to justify its own selection of texts particularly now that so much freedom will be allowed under the GCSE system. It is a pressing practical problem: more and more heads, parents and members of the public are challenging particular texts or even the value of reading fiction at all. Increasingly the classic defence of, say *Keats* - "Yes, I know it has swear words, but it is a very sensitive story and it is a set text for the exam" - will be impossible. After all, as any well-informed parent will know, any one of a dozen other books could have been chosen. Perhaps a start might be for every member of the English department to keep a record of what he or she reads in a month before talking about literature for children. At least then the discussion will be honest.

Another theoretical problem is to do

with the response to literature, its nature and value. Here again the boards and the National Criteria offer little help. The grade descriptions in the Criteria are awful. Grade B candidates can, for example, be expected to give a "straightforward account of the content of literary texts" whereas Grade C candidates can give the account "with detailed references where appropriate to narrative and situation". Four more bland and virtually meaningless remarks follow. The boards do little better: the NEA talks of "positive and valid responses at different levels of knowledge and perception, from simple steps of recall and limited levels of description or reasoning to extended accounts, explanations and argument". Is the response to fiction and poetry really like this and can it be differentiated in this way?

The answer is elusive and beyond the scope of this article but the GCSE offers a loose enough system for English teachers to explore the possibilities in the classroom. The illusion of an authority "top there" has vanished (if it ever existed). We have only ourselves to blame if we don't succeed and the price of failure is a gradual squeezing of literature to the margins of the curriculum.

Bill Deller is English adviser in Lancashire.

Logic in the plot

by Stephen Wade

It seems to me that one of the paradoxes of criticism is that the plot of a novel or of a short story - in popular fiction particularly - often depends so much on understanding logical progression and structure, despite the strong element of waywardness and spontaneity. To analyse the logic of actions and statements appears to be as dry as a scientific enquiry or a test of "reality" and "convincingness": students want events to "ring true" and one of the firmest assumptions - that of "realistic means good" - is one of the most subtle of critical tools.

In many forms of popular fiction, the plot is so clear-cut and one-sided that questions of logical development need not arise in any complexity. In a romance, for instance, it must be clearly explained to the reader why the heroine feels reticent and apprehensive about something that happened in her past; in a thriller, it is essential that the hero's abilities are explained in factual terms. If Jack Higgins introduces an SS figure, you expect to be told about past campaigns, medals, injuries, etc. These must lead out into more important aspects if necessary. However, in so-called "serious fiction" where character analysis is generally very detailed and meticulous, the student needs some help with the kind of thinking that the writer has to tackle. The fact that imaginative vision has to be checked by a sense of order and logic may escape many of our learners.

My most successful approach here has been to use science fiction stories, mainly because they depend so much on credible actions or events. They may take place on Venus, but possibility, far more than probability, is the guideline of plot. In Arthur C Clarke's story, *Before Eden*, for instance, the conclusion is that, in leaving their waste on Venus, the astronauts ruin the development of the whole planet.

which they have found astonishingly beautiful. It doesn't matter whether or not man could really walk around a planet: the point is, once having "suspended our disbelief", we then ask for the rules of the game to be consistent. Everything has to be explained and must align quite rationally with what has gone before.

My lesson is to appropriate this tendency to my own advantage. I begin by reading the shortest and most immediately comprehensible science fiction story I know - possibly *Bortram Chandler's* *Had a Pair* or even *Robert Shockey's* *The Store of the World*. I stress the importance of the simple "what would happen if...?" formula. It is also useful to introduce a scatty idea such as "What would happen if the common cold became permanent and incurable?" I ask the class to write down ideas and we have something like these suggestions: Production would go down drastically; people off work; A boom in "cures" that do not work. More violence - had teachers. Animals would die in large numbers - affected by our disease.

Just to send speculation further, I might suggest, "Wouldn't the nature of our languages change? We would all speak differently wouldn't we?" In this way, the idea of logic is introduced. I then present pupils with the following sheet which they have to complete.

Fill in the blank spaces with your ideas.

Plot
Stage one
A rich and brilliant scientist invents a chemical which reduces human ageing and gives mankind a life-expectancy of 120 years average. He has experimented on monkeys, etc. This makes him a multi-millionaire. But for years he is unable to have children. Then, when his wife is 40, they have a son.

WHAT HAPPENS NEXT?

★ ★ ★

Stage two
There are then signs that the chemical is having terrible side-effects. One day his dog drinks some of the substance. Newspapermen arrive. Then some of the chemical is stolen.

THEN:

★ ★ ★

Stage three
He dies a sad but wiser man.

SO:

★ ★ ★

Little explanation is needed in order to explain how and why this is usually successful in class - as a talking-point formula. It is also useful to introduce a scatty idea such as "What would happen if the common cold became permanent and incurable?" I ask the class to write down ideas and we have something like these suggestions: Production would go down drastically; people off work; A boom in "cures" that do not work. More violence - had teachers. Animals would die in large numbers - affected by our disease.

The teacher's plot may be as silly or serious as he or she wishes, but the basis needs to be familiar in the sense that it should relate to popular themes, such as those found in science fiction books or films.

Of course, once this aspect of plot is understood, how much more should a student admire the structural complexities of Emily Brontë's *Wuthering Heights* or Dickens' *Great Expectations*? I like to think that a little of each appreciation may occur, at least.

Stephen Wade teaches at North Lindsey College of Technology.

A real help

Spelling: Caught or Taught? A New Look. By Margaret L. Peters. Routledge and Kegan Paul £4.95. 0 7102 0339 4.

Spelling: Caught or Taught? first appeared in 1967 and, with her doctoral research, published as *Success in Spelling* (Cambridge Institute of Education, 1970), forms the basis of Dr Peters' contribution to this area of education. This new edition is remarkable both for its content and for its incorporation of the research which has been conducted in the interim and for the consistency with which her ideas, based on earlier work by Penelope and Arvidson, have been vindicated. If, as the retention of the original title implies, there is still no general agreement on the teaching of spelling, this is Dr Peters' final

Her analysis was the foundation of the Bullock Committee's treatment of spelling, and her teaching techniques have been prominent in the work of a host of other writers, including that of her former colleague, Charles Cripps. I have never seen her work contested in any detail.

Her aim is to provide for all children the kind of support and encouragement which, she feels, are key factors in enabling some to "catch" spelling. This is done by drawing their attention to patterns in the internal structures of words in a way which will help them to perceive recurring groups of letters for themselves. Dr Peters' work with the process should begin with the parent pointing out patterns in the child's name and in other familiar words, and that this concrete approach should be extended in school to the words the child wants to write. She would have no copying, as this leads to letter-by-letter spelling and interferes with the perception of patterns, and no

rules, as these imply learning strategies which are too sophisticated for the young child. The strong visual impact of computers, however, is seen as highly beneficial, provided that the words learned are reinforced by hand both in the children's own writing and in word-banks.

There remain unsolved problems, such as the "debatable question" of using joined-up writing as a means of introducing a personal judgement. And some of Dr Peters' personal judgements, including her ambivalent view of etymology and her treatment of what she terms the "virtuous error" - the use of an incorrect but phonically possible group of letters - will not command universal acceptance. Nevertheless, this is a scholarly, practical and readable book. It is by far the best in its field and whether it is used by teachers and children, or whether they have a spelling problem or not.

John Bald

Mode making

by John Bald

The clearest statement I have found of the "four modes" theory of language is contained in *Language Across the Curriculum: Guidelines for Schools*, published by the National Association for the Teaching of English in 1976. It says that

Language is the sum total of talking, listening, reading and writing. No one of these four modes is more important than the others and all should be developed equally (p7)

The proposition was accepted, perhaps with a hint of misgiving, by HMI, who said in *Aspects of Secondary Education* (1979) that

The four modes of language, reading, writing, talking and listening were considered, though not in isolation from each other. More than one language activity is likely to be taking place at any one time, and all relate to each other in particular contexts. In the survey all four activities were observed and assessed, though talking and listening were treated as a combined oral activity. (p71)

Since the theory had been repeated so often by HMI - for example, *English from 5 to 16*, paragraph 1, 6, refers to "all four modes of language" - that it has come to be seen as unchallengeable truth, especially as it is an issue on which the Inspectorate agrees with NATE. As a description of language, however, the theory is flawed, superficial and fundamentally misleading.

The purpose of this article is to bury it. The case against the four modes theory begins with L. S. Vygotsky's *Thought and Language*, which was published in English by MIT Press in 1962, although it was written in the early 1930s and suppressed by the Soviet authorities in 1935. The central point, contained in Chapter Six, is his analysis of the development of "inner speech", a condensed, personal language which each of us has within our mind whether we are actually communicating or not. On one level, the existence of inner speech can be shown to be obvious - we do not always say all we think. In itself, however, this would not be sufficient to differentiate inner speech from the general run of spoken language. If it simply had the same form as normal speech, except that it was not actually spoken aloud, inner speech could reasonably be taken as an extension of it, and included in the category of "talking".

Vygotsky, however, argues that inner speech is a distinct form of language in its own right. Because there is no need for meaning to be made clear to anyone else, inner speech is much more concentrated and abbreviated than normal speech, and can also move much more quickly as it is not tied to the physical pace of the voice. These qualities, however, make inner speech elusive, and Vygotsky's own analysis is based on his detailed observation of young children talking to themselves. He found that the amount of egocentric speech almost doubled when children were given a problem to solve, and considered that this increase in language was closely linked with the intellectual activity in which they were engaged. "Egocentric speech," he said, "does not long remain a mere accompaniment to the child's activity. Besides being a means of expression and release of tension, it soon becomes an instrument of thought in the proper sense." In seeking and planning the solution to a problem, *Thought and*

Language (p16.) Vygotsky's hypothesis was that egocentric speech did not simply wither away, but moved inwards as the child no longer felt the need to speak aloud. Inner speech then took on, and developed to a more sophisticated level, the intellectual function of egocentric speech and thus the process of thought itself. Inner speech is, in terms of the four modes theory, the missing link, as all channels of communication depend upon it, and is the key to the Cockcroft committee's assertion, in bold type, that "Language plays an essential part in the formulation and expression of mathematical ideas". (*Mathematics Counts*, HMSO 1981, p89). Its omission from the four modes theory, on the other hand, prevents it from dealing with formulation other than as an industrial by-product of a wholly external process, and therefore isolates the theory from the dynamics of intellectual development.

The following quotation from *Thought and Language* is a succinct statement of Vygotsky's alternative:

Inner speech is condensed, abbreviated speech. Written speech is deployed to its fullest extent, more complete than oral speech... The change from maximally compact inner speech to maximally detailed written speech requires what might be called deliberate semantics - deliberate structuring of the web of meaning. (p100)

This avoids the problem of putting language together again after it has been split up, as the literate person moves freely between these three levels, using inner speech as the constant companion to the other two. The analysis also provides insights into both the linguistic aspects of numerous successful curriculum initiatives based on problem-solving and the difficulties experienced by many pupils with writing. In the first case, the use of a problem as a focal point for work in groups, whether it involves designing a bag for a specific purpose or taking a critical view of a piece of historical evidence, engages not only spoken language but inner speech as well, as pupils interact with the problem as well as with other members of the group. With writing, on the other hand, communication is mediated by an artificial system and is much less spontaneous. Vygotsky was anxious that early writing should be based on children's speech, but argued that writing did not follow the same pattern of development as speech and that it made specific demands on teaching. In particular, he asserted that the study of grammar was "of paramount importance for the mental development of the child," an argument which is generally ignored by his professed admirers.

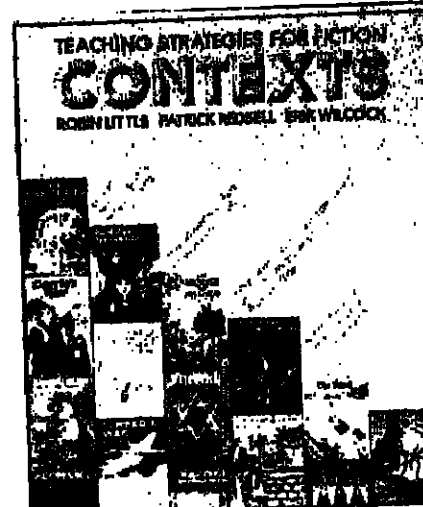
Thus, however, is an issue for a book rather than an article. As far as the four modes theory is concerned, the existence of inner speech as a distinct form of language is sufficient to render it untenable. Unless the arguments set out to this effect can be refuted, the theory should be removed from any document prepared as a result of *English 5 to 16* and from future publications of NATE.

John Bald is tutor in charge, Reading and Language Centre, Colchester Institute.

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EXTRA

Reeling and writhing

Barry Smith on writing for real purposes

In *Alice in Wonderland*, the Mock Turtle's education consisted of Reeling and Writhing, Mystery, Geography, Drawing and the different branches of Arithmetic - Ambition, Distraction, Uglification and Derision, not to mention Laughing and Grief. While today's English teachers don't aspire to quite such an outlandish diet, real writing is definitely part of the curriculum for progressive departments. Is the term just another instance of jargon, worthy of being debunked? Or does it have something more substantial to offer? Certainly, writing for real purposes has become something of a slogan. The term rolls easily off the tongue at in-service courses and conferences, but what is the reality of real writing?

Its distinctive feature cannot be physical marks on the page, as this is shared by the most commonplace set of notes copied from a science-room blackboard and those examples of child-art which occasionally flash with brilliance on the pages of school exercise books. The difference must, therefore, lie in two things. First, there is the motivation of the writer, who must want to write. Second, there is the function of the writing, which must be to have impact beyond the limits of the classroom walls.

My department recently conducted an experiment along these lines. Wherever possible, the children were actively involved in the choice and definition of their writing task, negotiating with teachers the content, form and audience for their writing. The range of writing that emerged was impressive; perhaps even more valuable was the degree of involvement the children demonstrated in undertaking the tasks and their keen interest in the effect their writing would have. If "relevant English" is fashionable at present, this seems to be one variety that teachers who uphold the personal growth model of English teaching need to consider.

What did the pupils actually do to engender such enthusiasm? Perhaps the most obvious form of real writing is letter writing. Several classes wrote letters to a building society, the South African embassy, the prime minister and the local council, for example. A second-year class exchanged letters with pupils of their own age (12 to 13 years) who had a very different background; they wrote from the shires to a multi-ethnic London comprehensive school.

Having a real recipient was an enticing factor in the children's enjoyment and commitment to writing. Two of the children commented: "The thing that appealed to me was the need to write to someone in a different place." (Ann) "... you try to write a good, long letter so that you will get a good one back." (Stephen) The class teacher reported valuable gains in terms of motivation, social awareness, frankness of expression, co-operation and imaginative treatment.

These gains were typical of the other letter-writing groups. A sixth-form linguistics group felt strongly about the results of their analysis of the language

complexity of a building society circular to young savers. As a result of their findings, they wrote to the managing director of the society to explain their point of view, enclosing their alternative drafts which used language structures of a more appropriate nature for the youthful audience. We wait with interest to see if the society will adapt its future materials in the light of our suggestions.

A third letter-writing group had a wide range of targets. They began by identifying areas of social concern that they felt strongly about. One pupil wrote a beautifully naive letter to the South African embassy stating that she couldn't really see the point of apartheid and could it, please, be explained to her. In the reply from South Africa House, no attempt was made to answer the question and the whole tone of the letter was evasive. The pupil involved drew her own conclusions. Other subjects chosen were immigration, seal-culling and the conversion of a local cinema into shops. This last letter was apparently successful in achieving its aim: very soon after it was sent to a councillor, there was a report in the local press indicating that the issue had been raised in a full council meeting.

If letters are obvious devices, other formats were less so. A fourth-year group produced materials for the local talking newsletter for the blind. The children's written submissions covered local events, personal experiences, poems and interviews with old people. A selection of the materials was used in the organization's audio-taped quarterly magazine. Writing for real need not be restricted to high achieving pupils: why should it? Another fourth-year group, this time a special needs class, collected newspaper articles and then, in groups, formulated questions about them for use with remedial groups lower down the school. The articles and questions were produced on laminated cards to be a permanent teaching resource for the school. The pupils were very pleased with the outcome of their work, which was a significant gain for pupils whose achievements are normally of a fairly low order. There were clear positive gains in self-esteem.

Another impetus for real writing came from one class's concern to do something to relieve famine distress. Instead of the usual charity collection, the class negotiated with the teacher the possibility of producing and selling a magazine, the proceeds of which would be donated to famine relief. This project took off dramatically: the pupils discussed, defined and decided on the content, layout and economics of the magazine. They drafted and redrafted articles, edited, and finally sold the finished product. In the process, they learned that young people can make positive interventions in the real world through their own ideas expressed in writing.

In another group, this time of third-year pupils, the learning took a different form, but had similar outcomes. A member of the class was taken into hospital with leukaemia. His classmates expressed a desire to keep in

touch with him so that his sense of isolation would be reduced. They decided to produce a class tape of a variety of activities which could be listened to in hospital. The class wrote scripts for short plays, drafted questions for interviews and compiled messages which were taped and sent to the boy. In this activity, there could be no question of the sincerity of the motivation; the writing process enabled the pupils to achieve a desired aim.

Not all our activities were as serious in their concerns as this one. My school is probably far from unique in the fact that English classrooms are used for lunch time sandwich eating. Because of this, there have been problems with preserving the condition of displays of children's work. A third-year group discussed the problem with their English teacher and came to the conclusion that a more relevant and entertaining display format would have a greater impact on the audience of sandwich eaters and, hopefully, induce them to treat future displays with more respect. It was therefore decided to choose a style of writing and presentation close to the interests of young people; the cartoon format was selected. The pupils devised, drew and wrote the captions for a splendidly colourful and imaginative set of cartoon strips which not only entertained the sandwich eaters, but would not have been out of place in any teenage magazine.

Writing for other pupils was also the chosen theme of a first-year class. Remembering their problems on first entering the school as newcomers to secondary education, they elected to produce guides for next year's first year. Considerable discussion went into determining the content of the guides, which covered coping with school buses, using lockers, circulating around different classrooms and meeting many teachers in the course of a week instead of the one or two that they had been used to in their primary schools. The class teacher admired the quality of the guides, which were written from an adult perspective but from the point of view of someone who had recent, direct experience of the problems encountered in dealing with the primary to secondary transition.

As a part of the evaluation of this writing for real exercise, the English department shared ideas about launching the activities, discussed methodologies, looked at the impact on pupils, aired the problems encountered and produced a comprehensive list of possible topics and strategies for future work of a similar nature. We were very pleased with the whole process. Writing for real purposes will certainly form a permanent focus for all year groups in the English curriculum. It is not, of course, the only form of writing activity, but will be used alongside them to produce a richer diet which, we hope, will increase our pupils' awareness of the contribution that writing can make to life.

Barry Smith is head of English and drama, Bishop Luffa C of E Comprehensive School, Chichester, West Sussex.

Walk tall

What are English teachers for? Edited by Paddy Creber.
School of Education, University of Exeter. Part 1: 85068 075 1 Part 2: 85068 076 X £1.30 each

Teacher in the pillory being pelted with wet sponges has become a nice little earner at school fairs. And the sponges keep on coming. Duck! Here comes "English 5-16". Spit! ... a set of texts in basic skills. And that wet shiver down the spine must be literature - squeezed from a sponge marked TVBI. So what are English teachers for if not to drown valiantly in a sea of synthetic foam?

It is Paddy Creber's intention to help us once more walk with our heads held high: "Our hope is that this publication at a time of sapped morale may offer interest, hope and conviction to those who are heavy-laden." He would like us to be able to defend ourselves

against scepticism or hostility. "Water-tight theory might be what we would expect from Creber and his Exeter School of Education colleagues in these two booklets. They prefer, however, to provide something more personal and practical since English is a subject which places demands on the teacher as a human being, the dividing line between his resources as teacher and person being often hard to draw." So the contributors, most of whom are practising teachers, were asked to choose situations and topics which seemed to them to illustrate the conviction that "this is what English is really about."

I would usually rather go to a school fair than read other people's inoffensive lesson notes carefully prepared for the press. I respond to the writer's lack of humility by discarding my own. But humility, realism, a lightness of touch, (and a merciful brevity) are the characteristics of these collections. They are designed to be unthreatening. They are full of timely reminders and good ideas. Part 1 includes essays on the teaching of literature, one head of

contracting service, an account of storytelling in a multiethnic school and, especially challenging to the secondary school teacher, some thoughts on teacher-pupil questioning in infant classes. Part 2 is concerned with teaching poetry and with the use of visual rather than verbal stimuli in all aspects of English teaching: worth buying if only for some excellent pupil parodies eg "Four Ways to Kill a Teacher" and "Ninety Things to do with a Picture".

What are English teachers for? There are no answers here to satisfy the sponge throwers. But these are encouraging pamphlets to leave on the departmental coffee-table. They demonstrate time and again that it's the monotony of relationship amongst pupils and staff that makes good teaching, and in the time it takes to eat a digestive you may find your reflexes sharpened, self-esteem heightened and a good idea or two for the lesson after lunch.

Andrew Worrall

The author is head of English at Weston Road High School, Stafford.

EXTRA

The king and Janet

Sexism and literature
by Roger Knight

The GCSE "Guide for Teachers" of English reminds them of the recommendation in the General Criteria that "every effort should be made to ensure that syllabuses are free from bias of various kinds". It sounds a humane, if rather vague, counsel. What it means in the case of literature is less vague. It is also highly questionable: "So, in exercising your freedom to select texts you will need to make sure, for instance, that the range of texts offered relates equally to the interests and experiences of girls and boys, and meets the requirements for ethnic and political balance."

Is this an acceptable way of talking about literature? What weight of significance does "relates" carry here? What, exactly, in literary terms, is the nature of that sought for "balance"? There are no answers to such questions in the Guide. There are, however, sample answers in the recent NATS publication, *Alice in Wonderland*. *Alice in Wonderland* derives from a scheme of values in which literature is asked to subvert broad, pre-determined social aims. Abstractly considered, these aims may sound admirable. Considered in association with works of imaginative literature, they are problematic in the extreme.

Abstraction is the keynote of the book. We are told that ours is "a society in which the sexes live in antagonistic relations of dominance and oppression". Probably the only link to *Alice in Wonderland* (teachers, advisers and a publisher) would disagree. But the point isn't argued - and unargued statements of this kind are numerous: "We all operate within a sexist society, both in and out of school"; "We work in sexist institutions".

"Sexism" is an indispensable word in this book and, in the way it is used, it promotes a view of human behaviour and values altogether at odds with those with which teachers of literature are traditionally concerned. "Sexism" in any case is one of those words that is almost certainly out-living its general usefulness. It's a word (like elitism) that now tends to close off rather than illuminate argument. When it arrived in the language it no doubt expressed a fresh and vitalizing perception about certain widespread inequalities and injustices. It stayed (as is the habit of abstractions with deep emotional roots) to swell into a creature with a life of its own, a *bête noire* whose shadow tends to be perceived across every aspect of our lives. In the present instance the impact of the overmastering idea of our society as "sexist" is to blur distinctions, to generate further abstractions that lead away from rather than towards the true nature of what we have before us.

The activity of those abstractions is much in evidence in the preface to *Alice in Wonderland* - and it has practical consequences. "Society's socially differentiated view of 'normality'", we are told, is "a sexist quite overtly in the official curriculum. For English teachers the most obvious aspect of this is the literature which is



Lear played by Eric Portman in the RSC production 1968. Photograph from "A pictorial companion to Shakespeare's plays" by Robert Tait (Frederick Muller 1969).

presented in schools. The gross gender bias and distortions of early reading schemes and many children's books are described here. ... Something not dissimilar goes on every day in secondary schools. The lumping together by implication of, say, a *Janet and John* reader and *King Lear*, as "something not dissimilar", is the kind of thinking invited by a phrase such as "society's differentiated view of 'normality'". That there are differentiated views of normality in our society is undeniable. But "society" doesn't have a view, as that phrase suggests it does. That phrase makes "society" another *bête noire*; and since we are unavoidably of it (the argument runs) we are tainted with that view, as is everything we write and speak of, *Janet and John* and *King Lear* included.

Having decided that "society" has this one view and that those unavoidable consequences and that you don't like them, the way is open for testing its literature according to whether it expresses or departs from this view. But of course "literature" - including "the literature which is presented in schools" - does not arise from, nor is it a reflection of, "society". Whatever life it possesses it possesses for us here and now, certainly, but it comes from, say, mid-19th-century Russia, 20th-century mid-Western America, the present day of the 16th century, Abstractions such as "society's view" are a temptation to ignore this obvious fact. The consequence in the present instance is that the test of literature becomes the degree to which it measures up to the requirements of our society; or, rather, that version of our society perceived by the teacher. In a patriarchal gender relations' literature will be vetted for its proficiency as an instrument for the promotion of social equality, for its power to overturn the "differentiated view of 'normality'" supposedly prevailing in English society of the eighties.

Abstractions generate abstractions: the dominating idea of "sexism" gives rise to a chapter entitled "Literature and Sex-Bias in the Secondary School

English Curriculum". "Sex-bias", like "sexism" itself, is assumed to be an unquestionable reality, a thing to go looking for. Indeed it becomes more real than the literature in which it is supposedly embedded. Basically, the complaint is that books in schools too frequently feature boys and that girls show up in a poor light. Some of the titles that come into the reckoning are *The Boy who was Afraid*, *The Railway Children*, *The Magician's Nephew*, *Smith, Stig of the Dump* and *Animal Farm*. Of these variously complex and imaginative books, with their range of historical and social cultural implication and their distinctions of genre, there is this to be said: "The roles in which males and females are presented in the novels (where women do appear at all) confirm the narrow range of activities and careers open to girls, and the lack of sensitivity allowed to boys" (etc).

Remarks such as these lie all too obviously outside the only language in which the discussion of literature can be conducted - that of literary criticism. There is no literary criticism in *Alice in Wonderland*. The reason is plain: contentious arguments are more easily conducted through abstractions than through example. It is easier to assess and arraign books for their "sex-bias", easier to commend "check-lists for analysing sexist content" than to make literary judgements. There is, however, no alternative to the making of literary judgements, unless we are to be satisfied that the works of imagination are no more than forms of conditioning, which we may or may not approve. And that, it will be clear, is the conception of literature that prevails in *Alice in Wonderland*. Interest in the nature of imaginative work is absent. Literature is conceived as a form of behaviour, affecting behaviour, the language is that of provision and consumption: "much of the fiction used in schools does not cater for the interests and needs of girls"; (pupils need) "short stories providing more varied images"; "only this can the English curriculum genuinely attempt to serve the needs of male and female pupils".

Alice in Wonderland is a warning: here is what can happen when the quest for "balance" that the GCSE "Guide" urges upon teachers becomes a matter of external criteria mechanically applied. That works of the imagination, have their own ways of enlarging our perceptions and that those ways can never be a matter of serving ends abstractly determined by ourselves seems to have been altogether lost from the view of those who can, quite seriously, ask us to share their objections that the fairies in *A Midsummer Night's Dream* and almost all the animals in *Animal Farm* are male.

Roger Knight is senior lecturer in education at the University of Leicester and editor of the *Use of English*.



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Beset with dismal stories

We need to be more aware of how things look to the child
writes Philip Jones

When a child writes stories which somehow contrive to combine brevity with tedium, it is easy to dismiss the effort with the bleak epithet "unimaginative". Yet how few children are unable to engage in fantasy or to play imaginatively with their contemporaries. Most children have imaginative skills which do not cross the threshold into the classroom.

I believe that this is not simply an impediment to story-writing. It is also wasteful of some of the most effective learning strategies. Teachers who find themselves beset with dismal stories should check that they are not confounding themselves by requiring the children to leave half their minds in the playground.

Plowden, nearly 20 years ago, recognized that "play" in the sense of messing about either with material objects or with other children, and of creating fantasies - is vital to children's learning and therefore vital in school. Since 1967, there has probably been more messing about with material objects, and possibly with other children, but it is doubtful to what extent the creation of fantasy has been promoted. Concrete experience represents safe neutral ground for the teacher, who can monitor a child's activity and achievements, and for the child, whose expectations of school are that it will devolve and curtail fantasy and impose instead adult standards of propriety and veracity. Thus, by common consent, the junior or middle school classroom loses its rôle-play corner, and closes its door to the playground.

Accordingly, many teachers have found it easier to develop styles of writing to which this tacit agreement is conducive - personal accounts, for instance, and objective description. When it comes to imaginative narrative, many children seem to rebel in their fantasies. This is unsurprising. The rest of the time at school, they are being asked to verify their observations through sight, touch, taste, sound; "getting it right" entails the description of that which can be accurately perceived; being truthful means not to lie; being sensible is to stop pretending. Suddenly they are told that the imaginary is acceptable after all. It seems like a trick, or a trap.

And thus not to offend by violating the bargain which separates the two parts of their lives, some children try to modify the task. Some attempt to claim aid for a desperate famine of ideas. Some find refuge in the kind of wholly derivative account which, by virtue of reliance on tested formulae, anticipates the seal of adult approval. Children who are quicker to divine that teacher now expects them to gallop unhindered by considerations of truthful recounting frequently reach the other extreme. These pupils produce stories that are not merely far-fetched, but also incoherent and incon-



sistent. They drop into the old muddle between liberty and licence.

It is no wonder that Plowden went on to say about story-telling that, save for "exceptional" children, "this type of writing tends to be second rate and derivative from poorish material." We confuse the children by expecting them to share our confident demarcation of fact and fiction, and to slip from one mode of expression to another upon request. We underestimate the cultural sophistication necessary to understand the implications of a "true story", and to distinguish between lying which earns censure ("You're telling stories") and acting which earns praise ("Let's have another story").

The confident sophisticates are Plowden's exceptional children, because they appreciate the nature of the task well enough to recognize the legitimacy of applying to a narrative the generative principles used in structuring a playworld.

The teacher's job is to promote widespread recognition that this is allowable. It is important, not just because of any intrinsic value of story-telling, but because to do so reunites the child. Those imaginative play-skills can come in from the cold.

Learning opportunities are multiplied. If, for example, the classroom is transformed by individual and collective fantasy into a spaceship, a child can learn things which would not be revealed by earnest observation of a real spaceship. Studying the actual craft, the child forms a stimulating impression of buttons and dials, the functions of most of which are entirely incomprehensible. In the imagined craft, each instrument, having been invented by the child, monitors the Universe at a self-regulating level of conceptual difficulty. The classroom ought therefore to retain its playroom function, in order to allow scope for fantasy alongside other means of exploring the world. This engages interest more fully, since "childish" assumptions deal with a reality which is far more fluctuating than ours, one which is perpetually shifting its level from the plane of observation to that of play ("Plagues").

Typically, the child takes pieces of the observed world, and tests their possibilities by including them in a sequence of different jigsaws. Without imaginative involvement, even the most stimulating direct experience remains inertly external and conse-

quent. They drop into the old muddle between liberty and licence. It is no wonder that Plowden went on to say about story-telling that, save for "exceptional" children, "this type of writing tends to be second rate and derivative from poorish material." We confuse the children by expecting them to share our confident demarcation of fact and fiction, and to slip from one mode of expression to another upon request. We underestimate the cultural sophistication necessary to understand the implications of a "true story", and to distinguish between lying which earns censure ("You're telling stories") and acting which earns praise ("Let's have another story").

We must establish opportunities for play. The free play possibilities of dressing-up box, rôle-play corner, puppetry, and so on are too often left to infant classes. Sometimes, indeed, infant classes leave them to Nursery and Reception level. This represents institutionalized adultism: children should be encouraged to play right into their teens. Beyond this they must fend for themselves. Opportunities can also be more structured. Drama can be a focus for topic work, widening the horizon of the most cosmopolitan curriculum. Furthermore, teacher-led rôle work reinforces the idea that pretending is admissible.

Finally, we must develop play, which naturally spreads into every area of the curriculum. As painlessly and as purposefully as a child will draw and number a hopscotch grid, "playing" at being in a plague-ridden medieval town can lead to mapmaking, brewing potions, historical research, social studies, diary keeping, poster painting, tallying, and plenty more. The proof of success of such an approach is in the story-writing which emerges from a rich imaginative situation. It is possible to clarify the boundaries of the narrative, and to make explicit the nature of the logic which restrains yet strengthens fantasy. We can ask: does the development lie in with what has already happened? Does this seem likely, or is further explanation required? Would a peasant really have a laser gun to hand?

If children's stories are not to be dismal, they must be taught to apply the exploratory talent of imagination. By degrees, they come to use realistic detail in an imaginative context, to detail in an imaginative and conse-

EXTRA

You can't hurt me! He had quick reflexes of the knife, but it was only his imagination. It had all been a tempting dream, he looked around his room for the hairy toe... but no where. He had dreamed the whole story!



Putting on the squeeze

by Keith Kennedy

Do you squeeze work out of your pupils? Do you ever pressure them into giving their all, if not their calculated best? Or are you happier with "reasoned flow" than "spurge"?

Have you ever asked a class to do the following: "Put your name in the right hand corner. Leave a margin on the left. Write the title of your essay at the top and underline it. Follow this with a plan of paragraphs: introduction; development...". The logically constructed piece of work. Thoughts strained through the filter of reason and finalized in script. A basic formula for teaching and learning.

The antithesis of this might be described as the "squeeze" approach. For this some preparation will be necessary.

In a classroom prepared for a "squeeze" session a writing book containing thirty blank pages at least will be awaiting each pupil. Exercise books will do, but quantities of A4 paper clipped together will serve better. (I use a spiral binder to add "finish"). It will be best to be generous and stardie each with the gift of a book. In the centre of the room will be a supply of materials: pens, crayons, felt-tips, letter stencils, scissors, paste, and magazines and newspapers. This is a pool to be used by all, so what is to follow can be legitimately described as a group activity.

When the class enters, deliver this brief: "Fill your book with a story" (Essay, memoir, if preferred) in one hour. Every page must be filled. Dire penalties will be incurred for not finishing (a mock serious threat of course). Begin on the word "Go". Time checks will be given at five minute intervals. GO!

This is an exercise I am pleased to use whenever the opportunity presents itself. Extra effort as far as preparation goes is always needed, but so far, has always proved worthwhile. Obviously, as surprise is a cardinal element in this method it can be only used once with most groups, but for the serious writer it might become a play to use frequently.

I never explain the reason for the presence of the materials. Once writ-

ing has begun, it will be a relatively short time before someone will ask if they can be used, and then others are likely to follow suit. Throughout the years of using this exercise I have found that the regular time-calling is important. Keeping on "the squeeze" matters. I have also discovered that the lurid threats, which are patently jokes, can outlast the hour and sustain the activity. Humans are very suggestible. Teachers know that. So, it might be pointed out, do teachers, but I would stress that this practice is only supportable with mutual goodwill.

In my experience, it isn't very long before most, led by those with initiative, are filling pages with whatever native wit finds. Words are "tabloidised". Drawings appear. Cut-outs and collages fill spaces. Graphic tricks abound. There will be few with a style ready to meet this challenge. Inevitably, invention must help you on. As this is a group activity my call for help is to be met by another member. All are in "the same boat" and all are equally under pressure from the tyrant, the talking clock. They are all playing the same game. So, a pot of glue or pen lost in the hurry-scurry by one might be retrieved by another. And cries for help in finding images - pictures from magazines - might be made, and answered by a fellow "sufferer".

All this is a long way from a measured tread of margins and "think before you write". In this there can be no academic calm; no time for careful reflection. But, it would be wrong to assume that the critical faculty has to be switched off in order to participate. It simply has to accelerate apace. By design, the exercise warns up the "machine" quickly. There may be loss in terms of neatness, but it does not follow that this process cannot be redemptive.

Keith Kennedy teaches English at the Page Green Centre, Tottenham

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EXTRA
The play's the thing

Michael Fynes-Clinton and Perry Mills suggest a more creative and imaginative approach to literary study

Where are we going wrong with A level English? Early enthusiasm soon disappears as the old checklist mentality of the 16-plus examinations is discovered still to be central to so much of our teaching. List the common features of Shakespearean tragedy, identify the nature of our old friend the tragic hero... it is all very familiar. This lack of significant change between 16-plus and A level is brought into even greater prominence when we face up to the cosy platitudes of the average A level syllabus. Compare the excitement associated with the new ideas encouraged by the GCSE examinations.

In an article for *The Times Educational Supplement* (Extra 8.11.85), Jim Sweetman listed a number of these invigorating new approaches. After experiencing two years of satisfying and creative study it seems likely that the students will be even less happy to accept the staid world of A level. Indeed, teachers should share this feeling. It is worth remarking that the third link in the chain — the universities — are also worried. Brian Cox of Manchester emphasized the need for a more creative and imaginative approach to literary study in recent article (*TES*, 21.2.86).

How can we ensure that English retains its role as an exciting, even unsettling, experience which is worthwhile in both intellectual and emotional terms? The answer lies in GCSE's persistent emphasis on the personal and the creative; these have a place in any literature course, at any level. We must not hide behind words like "rigour" and "analysis". The best writing, after all, will always emerge from a committed personal approach, rather than a spuriously intellectual one.

A tangible experience

Kevin O'Kegan describes a study weekend for English A level students

Picture, if you will, the elegance of a manor house in the Cotswolds. A sharp October sun sets neat prints on the wooden panelling and a girl sits awestruck and terrified at the demonic anger of a husband who sees the image of a supposed lover reflected in her eye. She feels the order of the room around her disintegrate as all her security is destroyed.

For her and for the other four students spellbound by the scene being created before them, Desdemona's plight becomes a tangible experience. The text is no longer an obstacle course of archaic language, to be explained with dry and meaningless notes but has become alive with tensions and resonances to be exploited on the stage.

The magic ingredient is Othello — played by Patrick Stewart who is working with the group on a scene from the play before moving on to spend some time with another group similarly engaged. For probably the first time in their lives, these A-level students have seen a professional actor at close quarters becoming a character, using Shakespeare's words as they were intended to be used, and one should not underestimate the impact this can have.

Othello had been chosen as the major item of work on our study weekend for A level English students, mainly because there was a performance on the Saturday evening at Stratford, a comfortable drive away. The work undertaken on it, however, was distilled from many years' experience of arranging similar weekends and was the culmination of much careful planning.

I should perhaps set it first in the context of the whole weekend. Each year, we take a mixture of first and second year sixth-form students to Nether Swell Manor, Bedfordshire's

The area which is most often abused is drama. Here a worthwhile reading absolutely requires the lively open mind we see as the necessary pivot of all literary study. To conjure up the actions, costumes, set, expressions, inflections, etc. which create a production which requires an additional imaginative leap frequently lacking in A level study. The examiners' annual refrain that, in general, plays are treated like novels or (particularly in the case of Shakespeare) like poetry, is proof of this. We now aim to suggest ways in which one can imaginatively recreate the true experience of a play, essentially intended for performance.

Each genre is different, with different demands, strengths and weaknesses. The real skill in criticism is to select the most appropriate "way in". The following exercises and tasks concentrate on the theatricality of the experience. However, we must be even more selective. Each text and each student is different, and all successful approaches must take this into account.

Possible "ways in" Diagrammatic Which characters meet with whom in which scenes? Which areas of the stage would they occupy?

Why? Chart the characters' good humour/anger, sincerity/insincerity, etc., at points in the scene.

Subtext Give the actual lines immediately followed by what the character really thinks.

Additions What would change if a character overheard a scene in which he didn't appear? Describe a scene we hear about but do not see.

Textual adaptation Strip the scene down to essentials and adapt it for a different medium. Tell the story from a specific character's point of view.

So far these exercises focus attention on the possible effects which could be achieved. The other vital element which contributes to experience is Response. Of course, witnessing some sort of performance is always valuable (often in direct proportion to how bad it is — those are the ones that provoke a real response!).

Performance Theatre, film, TV, video, record. Compare the same moments in different productions. Write immediate impressions. Collate the whole group's efforts as a record of the range of possible responses.

However, what does one do with the text in class? The exhortation "Think like actors!" is less than illuminating for most students. Nevertheless, they could be offered dramatic scenarios which provoke something like the actual responses of the actor, the director, or the audience — the three relevant groups.

Examples (a) You are a public speaker. This is a speech you are to give. Reduce it to linking phrases for cue cards. Which are the "key words"? How best would you deliver it to win over your audience? Could you make them laugh? Is there any assistance from the words? (Actor's experience — thought process) How can you achieve effect/approach the words?

(b) You are a publicity agent. This play must be "sold". Select material for different press releases aimed at attracting these markets: (i) 18-30; (ii) Afternoon TV for the 50-plus;

(iii) School examination board; (iv) Someone who doesn't like Shakespeare. (Director's experience — what to stress and what to conceal).

(c) You are a witness to the scene. You have no previous knowledge of the characters or events. (i) Assess your responses when you learn someone is lying but you do not know who it is. Whom do you mistrust? Why? (ii) Suggest what will happen next. Give reasons. (Audience's experience — alive to suggestions? Expectations satisfied or frustrated?)

Although it is a safe bet that no actor ever approached a text in exactly the way suggested in (a), the use of such frameworks allows students to experience for themselves similar problems, processes and solutions.

Creative writing, which can be any kind of work suggested by the original text, demands that we are actively involved: Effects and Responses are one in the process of creation. However, if one method begins to limit opportunities or become tedious, it should be rejected immediately. At this stage, all work, successful or not, should be seen as part of a developing appreciation of the text. Variety is the greatest virtue.

When students are sufficiently acquainted with a text, they are ready to argue a point of view (essays). Secondly, essays are doomed to disappointment. Inadequate knowledge leads to (a) nothing to say (waffle), and (b) no sense of priority or proportion (misinterpretation). Either way, the judgements will be invalid.

At this later stage, the student could test his ideas against the critics. This will inevitably lead to a "closing down" of possibilities as one agrees or disagrees, confirms or questions one's prejudices. However, a strengthening of the defences is no bad thing in relation to examinations (from threateningly).

M Fynes-Clinton and P. Mills are teachers in the English department, Watford Boys' Grammar School.



Patrick Stewart (right) as King David with Anthony Head (left) in the National Theatre production of Peter Shaffer's play 'Ivanhoe'.

problem until the idea of group presentations was suggested some four years ago. At the beginning of the weekend, each group is given a theme and a pile of assorted books, mainly anthologies, and about three hours preparation time is set aside for planning and rehearsing a ten-minute presentation of this theme. The only staff help in the preparation is the first five minutes of the presentation is set aside for planning and rehearsing a ten-minute presentation of this theme. The only staff help in the preparation is the first five minutes of the presentation is set aside for planning and rehearsing a ten-minute presentation of this theme.

Friday evening was spent in small groups reading and discussing poetry from a pre-selected dozen or so poems. Thirty students in six groups with one member of staff per group is not quite so good a ratio as we used to have, but still allows groups small enough for discussion that is more open than normal A level lessons permit. The groups are chosen with great care to ensure a mix of age and personality. The novelty and informality of the situation are also factors which contribute to free discussion and which help even the quietest students become quite eloquent.

The teacher's role is crucial and very demanding in this, as well as in other parts of the weekend. We try to give as much freedom of choice as possible to students within the basic structure and we try to allow their interests to lead discussion. Thus students decide which poem to begin with, when to move on to another, and they determine where the focus of discussion should be. Strict relevance and firm conclusions are not constraints as they tend to become in examination work: the teacher is merely another member of the group, gently prompting thought only when necessary by apparently casual remarks, but never leading nor dominating discussion.

Sunday mornings always proved a

This was scheduled to be approximately three quarters of an hour but the students were so engrossed that it continued for twice that time. After lunch, we broke into the same small groups as for the poetry session; again the teacher's role consisted of subtle prompting rather than leading. With Patrick's help we had selected scenes that promised to be fruitful and each group explored those scenes by acting them, in different ways with different emphases, always looking for possibilities rather than a single "answer".

The one complaint from the students was that they did not have enough time with Patrick Stewart, necessarily with six groups each. The trip to the theatre performance was like no other I have witnessed. There was a genuine and keen interest amongst the students to see not only how particular scenes would be portrayed but how character would be portrayed and what experience they as the audience would have. A spirit of enquiry had been aroused in a way that A level lessons seldom do.

I am very conscious of the combination of factors that created this atmosphere: the setting, the material being explored, my colleagues who gave up a weekend, our headmaster who has always provided moral and financial support, our County English Inspector who helped with finance at the eleventh hour when other sources failed to materialize — and Patrick Stewart. "This only is the witchcraft I have used." Even in these bleak and quiet times, it is possible to create a little wonder.

At the end of the weekend, each student was given a sheet inviting comments on various aspects of the work partly to help us in planning next year's course and partly to encourage students to consider in detail what they had gained from the weekend. By far the most successful element was the visit by Patrick Stewart and the work he led on Othello.

I was staggered by the quality of the presentations on the Sunday morning and perceived in the richness of our grasp about the richness of our literature and its power to communicate. As one of my colleagues, feeling redundant, remarked, "What do we do to them in school?"

K. O'Kegan is head of English at Watford Boys' Grammar School, Watford, Herts.

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BRENT
LONDON BOROUGH OF
PRESTON MANOR HIGH SCHOOL
Carlton Avenue East, Wembley, Middx. HA9 8NA
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Preston Manor High School, Carlton Avenue East, Wembley. Closing date for completed applications 14th May 1986. (0181) 331210.

SURREY
EDINBURGH COMMITTEE
EDINBURGH MANOR SCHOOL
Nursery Road, Sunbury-on-Thames, Middx. TW16 6JF
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Edinburgh Manor School, Nursery Road, Sunbury-on-Thames. Closing date for completed applications 14th May 1986. (01893) 331210.

WARWICKSHIRE
ALCESTER HIGH SCHOOL
Garrard Road, Alcester B49 7JQ
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Alcester High School, Garrard Road, Alcester. Closing date for completed applications 14th May 1986. (01827) 331210.

WESTSUSSEX
MILLAR SCHOOL**Barnham, West Sussex RH13 5NR**
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Millar School, Barnham, West Sussex. Closing date for completed applications 14th May 1986. (01323) 331210.

BARNET
LAMPTON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Kingsway, Edgware, Middx. HA8 8BT
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Edgware Comprehensive School, Kingsway, Edgware, Middx. Closing date for completed applications 14th May 1986. (0181) 331210.

BEDFORDSHIRE
ST. THOMAS MORE C.
Tye Crescent, Bedford MK43 0JF
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, St. Thomas More C., Tye Crescent, Bedford. Closing date for completed applications 14th May 1986. (01235) 331210.

DEVON
COUNTY COUNCIL
Plymouth School, Plymouth PL4 8AA
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Plymouth School, Plymouth. Closing date for completed applications 14th May 1986. (01752) 331210.

DEVON
COUNTY COUNCIL
Plymouth School, Plymouth PL4 8AA
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Plymouth School, Plymouth. Closing date for completed applications 14th May 1986. (01752) 331210.

ENFIELD
LONDON BOROUGH OF
ALBANY SCHOOL
Enfield, Middx. EN3 5PA
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Albany School, Enfield. Closing date for completed applications 14th May 1986. (0181) 331210.

SURREY
EDINBURGH COMMITTEE
EDINBURGH MANOR SCHOOL
Nursery Road, Sunbury-on-Thames, Middx. TW16 6JF
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Edinburgh Manor School, Nursery Road, Sunbury-on-Thames. Closing date for completed applications 14th May 1986. (01893) 331210.

WARWICKSHIRE
ALCESTER HIGH SCHOOL
Garrard Road, Alcester B49 7JQ
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Alcester High School, Garrard Road, Alcester. Closing date for completed applications 14th May 1986. (01827) 331210.

WESTSUSSEX
MILLAR SCHOOL**Barnham, West Sussex RH13 5NR**
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Millar School, Barnham, West Sussex. Closing date for completed applications 14th May 1986. (01323) 331210.

BARNET
LAMPTON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Kingsway, Edgware, Middx. HA8 8BT
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Edgware Comprehensive School, Kingsway, Edgware, Middx. Closing date for completed applications 14th May 1986. (0181) 331210.

BEDFORDSHIRE
ST. THOMAS MORE C.
Tye Crescent, Bedford MK43 0JF
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, St. Thomas More C., Tye Crescent, Bedford. Closing date for completed applications 14th May 1986. (01235) 331210.

DEVON
COUNTY COUNCIL
Plymouth School, Plymouth PL4 8AA
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Plymouth School, Plymouth. Closing date for completed applications 14th May 1986. (01752) 331210.

DEVON
COUNTY COUNCIL
Plymouth School, Plymouth PL4 8AA
Required September 1986. An experienced teacher (Grade 5) to take responsibility for the Design and Technology Department. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Plymouth School, Plymouth. Closing date for completed applications 14th May 1986. (01752) 331210.

Somerset County Council

Applications are invited from qualified teachers for the following posts. Unless indicated otherwise, applications should be sent to the Head of the school.

BUCKLEY MEAD SCHOOL, YEovil
(11-18 Mixed Comprehensive, NOR 1250)
For September 1986, a TEACHER, SCALE 2 + special schools allowance, to teach English. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Buckley Mead School, Yeovil. Closing date for completed applications 14th May 1986. (01300) 331210.

COURT FIELDS SCHOOL, WELLINGTON
(11-18 Mixed Comprehensive, NOR 720)
For September 1986, a qualified TEACHER OF PHYSICS, SCALE 1, able also to contribute to the introductory general science course in years 1 and 2. An interest in the development of technology would be welcome. Closing date 12th May 1986.

THE WEST SOMERSET SCHOOL, MINEHEAD
(13-18 Mixed Comprehensive, NOR 1100)
For September 1986, a qualified TEACHER OF ENGLISH, SCALE 1. The school's curriculum includes Exeter, the Devon and Cornwall area, as well as the coastal area. This is initially a temporary appointment for one year. A much examination work is undertaken by the Department, involving assessment of coursework. Apply by letter to the Head at the School with full cv and the names and addresses of two referees. Closing date 12th May 1986.

CRISPIN SCHOOL, STREET
(11-18 Mixed Comprehensive, NOR 1080)
For September 1986, a qualified TEACHER, SCALE 1. This is a temporary appointment for one year to cover (for the secondment of the present postholder). Closing date 9th May 1986.

KINGS OF YERSEY VC UPPER SCHOOL, CHEDDAR
(13-18 Mixed Comprehensive, NOR 820)
For September 1986, a qualified TEACHER, SCALE 1, to join a flourishing and well equipped department. A specialist teacher is required to teach ceramics and sculpture to students of GCSE level. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Kings of Yersey VC Upper School, Cheddar. Closing date 12th May 1986.

PRESTON SCHOOL, YEovil
(11-18 Mixed Comprehensive, NOR 1250)
For September 1986, a qualified TEACHER OF MATHEMATICS, SCALE 1. An enthusiastic, experienced and well qualified mathematician is required to lead a successful and well-respected department. Details are available from the Headmaster telephone Yeovil (0323 71131). Apply immediately by letter to the Head of the school with full CV to include the names and addresses of two referees. Closing date 18th May 1986.

BELOWOOD VC SCHOOL, FROME
(13-18 Mixed Middle, NOR 730)
For September 1986, CLASS TEACHER, SCALE 1, with year one or year two team. Able to offer boys games as a specialist. Applications by letter with full CV and names of two referees, as soon as possible (see page 2).

MIDDLE SCHOOLS

DANEFIELD CE SCHOOL, WILTON
(9-13 Mixed Middle, NOR 400)
For September 1986, a qualified TEACHER, SCALE 1, trained for ENGLISH DRAMA and English. The successful candidate will be expected to contribute to the school's overall development. Further details can be obtained by sending a S.A.E. to the Headmaster, Danefield CE School, Wilton. Closing date 12th May 1986.

FAIRLANDS SCHOOL, CHEDDAR
(13-18 Mixed Middle, NOR 820)
For September 1986, a qualified TEACHER, SCALE 1, for pupils in the 9-11 age range. The successful candidate will be expected to teach some French to pupils throughout the school. Closing date 12th May 1986.

BELOWOOD VC SCHOOL, FROME
(13-18 Mixed Middle, NOR 730)
For September 1986, CLASS TEACHER, SCALE 1, with year one or year two team. Able to offer boys games as a specialist. Applications by letter with full CV and names of two referees, as soon as possible (see page 2).

ST. BENEDICT'S CE JUNIOR SCHOOL, GLASTONBURY (NOR 320)
For September 1986, a qualified TEACHER, SCALE 2, to teach to lower juniors with responsibility for Music with juniors. The successful applicant will undertake a leadership role in one area of the curriculum and/or act as a year or part school co-ordinator. Closing date 10th May 1986.

FAIRN COUNTY PRIMARY SCHOOL, BRIDGWATER (NOR 320)
For September 1986, a qualified TEACHER, SCALE 1, for infants. A teacher for a mixed-age infant class who has experience of developing a child-centred approach. Apply by letter to the Head at the school with full cv and the names and addresses of two referees, as soon as possible (see page 2).

MARTOCK CE VA PRIMARY SCHOOL, MARTOCK (NOR 310)
For September 1986, a qualified TEACHER, SCALE 1, to teach to lower juniors with responsibility for Music with juniors. The successful applicant will undertake a leadership role in one area of the curriculum and/or act as a year or part school co-ordinator. Closing date 12th May 1986.

BRITTON COUNTY PRIMARY SCHOOL, HIGHER BACKWAX, BRITTON
(NOR 300)
For September 1986, TEACHER, SCALE 1, for Middle Infants (9-8 year olds). This is a temporary appointment for one year. Applications by letter with full CV and names of two referees, as soon as possible to the Head at the School. Closing date 18th May 1986.

ST. GILDAS VC VA PRIMARY SCHOOL, YEovil (NOR 240)
For September 1986, TE

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

SCALE POSTS

SECONDARY

Okehampton School and Community College

Mill Road, Okehampton. (Roll 1220)

Scale 4 - Head of Faculty of English

Required September 1986. The successful candidate will play a major part in the development of the faculty system. They will also have the opportunity to share in a Senior Teacher post which rotates amongst faculty heads on a yearly basis. Closing date 9 May 1986.

Plymouth, Lipson School

Bernice Terrace, Plymouth, PL4 7PG. (Roll 1000)

Scale 4 - Head of English

Required September 1986. A well-qualified and experienced teacher to lead and develop an already well established department in this newly opened comprehensive school. Closing date 14 May 1986.

Plymouth, Notre Dame Comprehensive School for Girls

Looseleigh Lane, Crownhill, Plymouth PL6 6HN

Scale 1 or 2 - Religious Education

Required September 1986. Applicants must be practising Roman Catholics and hold a suitable qualification in Religious Education. A scale 2 post is available for an experienced teacher who can take some responsibility within the department. An ability to teach A level is an advantage. Closing date 14 May 1986.

Ashburton School

Ballard Lane, Ashburton TQ13 7EW. (Roll 887)

Scale 2 - French

Required September 1986 an experienced teacher of French for this 11-16 comprehensive school to join a team of 3 other modern linguists. Ability to offer German an advantage, though not essential. Exact responsibilities according to experience. Closing date 14 May 1986.

Scale 1 - Biology, Chemistry/Physics Integrated Science

Required September 1986 a teacher for Biology in years 3-5 with some Chemistry or Physics in years 3 plus Integrated Science in years 1 and 2. A scale 2 post may be available for a suitable candidate. Closing date 14 May 1986.

Newton Abbot Combseshead School

Combseshead Road, Newton Abbot TQ12 1PT. (Roll 960)

Scale 1 - Craft, Design and Technology

Required September 1986 a teacher to join an energetic and developing CDT Department. He or she will be required to teach various branches of the subject throughout the school, including ideally, Graphics and Design-based Metalwork. Closing date 14 May 1986.

Scale 1 - Girls' P.E.

Required September 1986 an enthusiastic teacher qualified to teach Girls' P.E. to all years in this 11-16 Comprehensive School. Closing date 14 May 1986.

Scale 1 - Home Economics

Required September 1986 an enthusiastic teacher able to contribute positively to the development of Home Economics in this 11-16 Comprehensive School. A variety of experience across the four GCSE elements of the subject will be an advantage. Closing date 14 May 1986.

Dartmouth School and Community College

Milton Lane, Dartmouth TQ6 9HW. (Roll 453)

Scale 1 - Physical Education

Required September 1986 P.E. teacher with special responsibility for girls activities. Candidates will need to offer a strong second subject as much as possible in the new curriculum. Candidates should be supportive of the community education philosophy. Closing date 14 May 1986.

Scale 1/2 - Science

Required September 1986. Science post with ability to teach Physics from Year 11. Ability to teach modules within the Technology syllabus would be an advantage. Closing date 14 May 1986.

Dartmouth Comprehensive School

Em. Gravel Road, Dawlish, EX7 0BY. (Roll 789)

Scale 1 - Biology

Required September 1986 to teach Biology in years 3, 4 and 5 and Integrated Science in years 1 and 2. An interest in the development of Lower School Integrated Science would be an advantage. Closing date 14 May 1986.

Scale 1 - Music

Required September 1986. The successful applicant will work in Dawlish Comprehensive School and in the Infant and Primary Schools in the Dawlish Academic Council area. This is an exciting opportunity to assist in the development and co-ordination of both classroom and instrumental music in a number of schools. Closing date 14 May 1986.

Paignton College

Waterleaf Road, Paignton TQ3 3JG. (Roll 1460)

Scale 2 Remedial and Compensatory Education

Required September 1986. Person appointed will take charge of remedial and compensatory provision on lower school site (11-13) under general direction of Head of Department.

Scale 2 Science

Required September 1986. Responsibility for organising science within lower school (11-13) under direction of Head of Science and Computer Studies.

Scale 1 Mathematics

Required September 1986 initially for Upper school but ability to teach subject throughout age and ability range to CSE and O Level desirable.

Scale 1 Art

Required September 1986 to teach subject on lower school site (11-13). Scale 2 post available to suitably qualified and experienced applicant able to take responsibility for all arts and crafts within lower school. Closing date 14 May 1986.

Teign School

Lang Lane, Kingsteignton, Newton Abbot TQ12 3JG. (Roll 800)

Scale 1 - Mathematics

Required September 1986. Applications are invited from well-qualified, energetic teachers to teach Mathematics across the age and ability range. Closing date 14 May 1986.

Torquay Boys' Grammar School

Shipway Manor Drive, Torquay TQ2 7EL. (Roll 740)

Scale 1 - Biology

Required September 1986 a graduate to teach Biology throughout the school. The Biology Department has undertaken a great deal of pioneering work in the teaching of Biotechnology. An interest in, or experience of, this rapidly expanding field would be an advantage. Closing date 14 May 1986.

Scale 1 - Mathematics

Required September 1986 a graduate Mathematician to teach throughout the school. The ability to teach at A Level would be an advantage. Help with Games would be welcomed. Closing date 14 May 1986.

Scale 1 - Art

Required September 1986 an enthusiastic and dedicated teacher of Art required to work throughout the school. Experience in ceramics and 3D projects would be welcome. Subsidiary English or R.E. would be an advantage. Closing date 14 May 1986.

Torquay Cuthbert Mayne School

Trumlands Road, Torquay TQ1 4RN. (Roll 780)

Scale 1 - Mathematics

Required September 1986 to teach Mathematics throughout the 11-16 RC/C of E comprehensive school. An interest in computing would be an advantage. Closing date 14 May 1986.

Torquay Westlands School

Westlands School, Pleanmoor, Torquay. (Roll 1225)

Scale 1 - Economics - Temporary

Required September 1986 for the 1986/87 academic year. Westlands is a Bi-lateral (Grammar/Modern) School of some 1200 pupils with a good sized sixth form where a full range of A Levels is studied. Closing date 14 May 1986.

Scale 1 - Balance/Biology

Required September 1986. Westlands is a Bi-lateral (Grammar/Modern) School of some 1200 pupils with a good sized sixth form where a full range of A Levels is studied. Closing date 14 May 1986.

Scale 1 - R.E.

Required September 1986. Some History would be an advantage. Westlands is a Bi-lateral (Grammar/Modern) School of some 1200 pupils with a good sized sixth form where a full range of A Levels is studied. Closing date 14 May 1986.

Scale 1 - Mathematics

Required September 1986. Some History would be an advantage. Westlands is a Bi-lateral (Grammar/Modern) School of some 1200 pupils with a good sized sixth form where a full range of A Levels is studied. Closing date 14 May 1986.

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Brixham C of E Infants' School

Higher Ranscombe Road, Brixham TQ6 9HF. (Roll 84)

Scale 1 - Reception Infants

Required September 1986 a teacher for reception class. Must be an advantage, probationer considered. Breakthrough to Literacy and Rhetoric. Closing date 14 May 1986.

Paignton Roselands Primary School

Lymouth Avenue, Paignton TQ4 7RQ.

Scale 1 - Juniors - Temporary

Required September 1986. This temporary post is for the 1986/87 school year. To teach English throughout the school to GCSE, and to be responsible for the absence of a member of the permanent staff granted leave of absence. Closing date 14 May 1986.

Starcross Primary School

Starcross, Exeter EX8 8QD.

Scale 1 - Reception Infants

Required September 1986 an enthusiastic and experienced teacher. Ability to offer leadership in an area of the curriculum an advantage. Closing date 14 May 1986.

Torquay Cockington County Primary School

Old Mill Road, Torquay TQ2 6AP.

Scale 2 - Juniors

Required September 1986 or January 1987. Experienced and enthusiastic teacher to teach a class of children in the 8 to 10 age range initially. Candidates should have strengths in P.E., particularly swimming and boy's games. Please indicate other curriculum areas to which a significant contribution could be made. Closing date 14 May 1986.

Torquay Shipway Primary School

Exe Hill, Torquay TQ2 7NF. (Roll 321)

Scale 1 - Infants

Required September 1986. Closing date 14 May 1986.

Torquay Warberry C of E Primary School

Cedars Road, Torquay TQ1 1SB. (Roll 238)

Scale 1 - Middle/Top Infants

Required 1 September 1986 an experienced teacher for a class of Middle/Top Infants. The ability to work co-operatively and become involved in curriculum development is essential since there will be two parallel classes. Closing date 14 May 1986.

Bow Primary School

Bow, Nr Crediton EX17 6HS. (Roll 73)

Scale 1 - Infants

Required September 1986 an enthusiastic class teacher to join lively village school in happy working atmosphere. To take reception infants up to 6/7 years. Closing date 14 May 1986.

Exeter Alphington (5-12 Years) Combined School

Church Road, Alphington EX2 8TA. (Roll 278)

Scale 1 - General Subjects - Temporary

Required September 1986. Temporary appointment for one year. Closing date 14 May 1986.

Tiverton Cowley Moor First School

Cowley Moor Road, Tiverton, EX16 6HH. (Roll 183)

Scale 1 - Infants

Required September 1986 an experienced and imaginative teacher initially to teach 5-7 year olds. Experience of team teaching and/or the integrated day an advantage. Closing date 14 May 1986.

Plymouth St Joseph's RC Primary School

Chapel Street Ops, Devonport, Plymouth PL1 4DJ. (Roll 113)

Scale 1 - Infants

Required September 1986 an infant trained teacher for first and second year infants. An interest in girls games an advantage. Closing date 9 May 1986.

Plymouth West Park Primary School

Vansteele Grove, Plymouth PL6 2LY. (Roll 227)

Scale 2

Required September 1986 a primary trained teacher for 1st/2nd year infants initially to take responsibility for the development and co-ordination of Science across the primary age range and assist with the development of school based resources. Closing date 14 May 1986.

Bere Alston Primary School

Bere Alston, Yelverton PL20 7AU. (Roll 216)

STOWUPLAND HIGH
SCHOOL
Church Road, Stowupland.

750 on roll
Required from Septemb
1986, Scale 2 teacher w
responsibility within the H
TORY Department.
Application forms a
further details available fr
the Headteacher at the Sch
is a.s. please) to whom co
pleted forms should be
turned. (12481) 13888

Please send a s.a.o. to Headmistress at the School further details and an application form. (01431) 132

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g to secondment, Temporary Teacher
will play a full part in a lively
teaching and course work
g two referees to the Headmaster
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may be given to a candidate able to
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TER 01A 00J, TEL: 01DS. 24170.
and devoted Teacher to take
it for up to 8 children. The post is an
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S. M. Jeffries-Jones, 2 Hawthorn Close,
ELMBRIDGE ROAD, GLOUCESTER

most is for lower/middle juniors but
able to teach throughout the middle infant
understanding of an integrated day

Head Teacher
INFANTS SCHOOL, PRESTBURY.

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Infant trained Probationary Teacher
Committed Anglican Communicant

Head Teacher

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CUMBRIA
COUNTY COUNCIL
POWDALES SCHOOL
Dalton-in-Furness, Cumbria
A15 8AH
11-16 mixed comp. 800 on
oil)
CHEMISTRY TEACHER
SCALE 2

required for September
 1986, an enthusiastic and a
 experienced graduate CHEMIST
 to join a well-established ad-
 vice dept. to share in the
 teaching of Chemistry and to
 make a lively contribution
 to the General Science program
 of years 1 and 2. A good
 record of teaching success
 essential.
 Application forms and
 further details from the
 School. Closing date 16th
 June 1986 (a.n.e.) please
 01520) 13482

DEVON
COUNTY COUNCIL
 Please see displayed advertisement on Pages 64 & 65.
 01866) 13482

ENFIELD
LONDON BOROUGH OF
ENFIELD

EDMONTON SCHOOL
Great Cambridge Road,
Enfield EN1 1HQ
Tel: 0181 850 0118
Roll 1300 Mixed
Required September, B10L
GY specialist, Scale 2.
Understandably considerable
responsibility for the subject
within the Science Department
which is in the process of
developing its curriculum
in line with modern
approaches. Ability to test
successfully at all levels
to University entrance essential.
London Allowance, £675.
Application forms a
further information (last
date 15.5.95) obtainable from
Headmaster, to whom the
should be returned as soon
possible.
An equal opportunity
employer. (00269) 1348

ESSEX

KING EDMUND SECONDARY SCHOOL
 11th Grade, Rosford
 Tel: Southend on Sea 543771
 Roll 1225
SECOND IN SCIENCE - SCAL
 Required for September, well
 qualified and experienced
 teacher to have responsibility
 for Physics.
 Please apply direct to
 Headteacher (foolscap a.s.
 please).

THE SWEYNE SCHOOL
 Pearsons Avenue, Rayleigh
 Tel: Rayleigh 775721
 11-16 comp. mixed, Roll 111
11th Grade / C BIOLOGY
(SCALE 11)
 Required September, teacher
 to be responsible for Biology
 in the school and to
 teach some modular sciences
 Years 4/5.

Teacher (please). (01376) 134

HAMPSHIRE
PRIESTLANDS
COMPREHENSIVE SCHOOL
off North Street, Fennitt
Lymington, Hants.
(11-16)
N.O.R. 870 approx
S.C.A.
Experienced teacher of Bio
and/or Physics, also to dev
Science programme for the
attending in upper school
Closing date 14th May 19
See (P) to Headteacher
for full details. 13
(05765)

Required for September 1986, teacher for PHY (Scale 2 plus London allowance) to 'A' level. subject is taught separately.

from your letter to The
master, Richard Hale Sc
Hertford, giving names
addresses of 2 referees.
phone enquiries would be
come. (Hertford 55
(01335) 17

HIGH SCHOOL LNSHIRE

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Mathematics

Other Assistants

BEDFORD
THE DAME ALICE HARPUR
SCHOOL
Cuddington Road, Bedford
MK42 0BX
1,000 girls (7-18)
Approx. 170 in Sixth Form
Required for September 1986
a graduate MATHEMATICIAN
with a share of the teaching
throughout the main school
(11-18) including A level
and a good working knowledge of

Mathematics), Burnham Scale according to experience. Assistance with removal expenses. Other staff benefits. Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (10871) 183424

BRIGHTON
BODEAN SCHOOL

(450 girls of whom 140 are in the Sixth Form)

Required in September, 1986: a well-qualified mathematician to teach the subject throughout the School including A and S level and Oxbridge entrance. The post is equally suitable for a newly-qualified or an experienced teacher. Salary Burnham according to qualifications and experience.

Applications, with curriculum vitae and names and addresses of two academic referees, should be sent to the Head Mistress, Roodon School, Brighton BN2 8RQ. 183 424 (12380)

CROYDON
CAMBRIDGE TUTORS
COLLEGE
 (Co-educational sixth-form college of 260 students)

well-qualified teachers to lead small tutorial groups (maximum 8) at Ordinary and Advanced level on the London Board.

Salary on Burnham Scale plus other London allowances and additional benefits will be offered to an enthusiastic and dedicated teacher with a good record of examination success.

For further details, please apply to: The Principal, City Bridge Tutors Ltd, 100, Water Lane, Mill Cross, Burnham, Bucks. Tel: 01298 551300.

TAYLORS' SCHOOL
MIDDLESEX, HA6 2HT

AD OF

Salary Scale

HEAD OF MATHEMATICS

DORSET
 ted for the Head of Mathematics
 ion will become vacant in
 flourishing one with a full-time
 5 A Level candidates in the 6th
 normally available and the school

curriculum vitae and the names of the candidates would be sent to the Headmaster of the School, Sherborne, Dorset.

STOKE-ON-TRENT
ST. JOSEPH'S COLLEGE
R.C. Independent Day School
for Boys
Required for September 1986 a
well qualified and enthusiastic
graduate to teach Physics to
Year 10 & 11 pupils. Salary to be discussed.
Applicants should send curriculum vitae to the Headmaster,
St. Joseph's College, Stoke-on-Trent, Staffordshire ST4 7LW.

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lications, with
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the Headmis-
E.M. Tucker,
School, Oxford
(1986) 148254

COLLEGE
...M.C. 500 boys
(16th Form 150)
September 1986

SURREY
MORENO
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Resident
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CLARK'S
SCHOOL
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CHEMISTRY
Required for September an
enthusiastic and well-qualified
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A level Chemistry is not essential for to hold a teaching on. All applicants equally considered. Education is available. Candidates should write, curriculum vitae and the two referees, to The State, Rugby School, 192525, Warwick, 194824.

HIRE
SCHOOL
February 24 2JY
260202
ding/Day School for
2-18 yrs.

Ability to assist with
of Middle School
an advantage.
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ber referees. 184824

Required September 1988

CHEMIS

September 1986 will be prepared. The results of the Midland
 trials are obtainable from the
 Secretary.
 Applications, enclosing c.v.
 and referees are to be sent to
 Cranford Castle School
 Cranford, EH37 6UD. Tel. 01832 850000

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INDEPENDENT EDUCATION continued

Speech and Drama

Other Assistants

LONDON SE2
See James Allen's Girls' School advertisement in English section. (01512) 185224

MIDDLESEX

HALLIFORD SCHOOL
Russell Road, Shepperton, Middlesex TW17 9HX

(An Independent Day School for Boys)

Required for September 1986, a teacher of Drama & English.

Drama is part of the general curriculum in years 4 and 5. It is a popular option in years 6 and 7. The studies will be introduced as an 'A' level option in the future.

It would be an advantage if candidates could contribute to the extra-curricular life of the school.

Letter of application, together with the names and addresses of two referees, should be addressed to the Headmaster. 185224 (1548)

Other than by Subject Classification

Other Assistants

HERTFORDSHIRE
S.E.D. EDUCATIONAL CONSULTANTS
109 High Street, Chesham, Bucks. HP8 1DE
Well known boys' senior independent day school. Teachers of MATHS, PHYSICS, CHEMISTRY, COMPTON STUDIES for September 1986. Applications may be available for a single man, (P.G.C.E.), also invited to apply. Please contact MRS. D. BARNES, in the first instance. Tel: 0494 715597/75975 (15495)

THE KING FAHAD ACADEMY ACTION LONDON

Well-qualified specialist teachers (whose native language is English) required for September 1986 in the following subjects:

- (1) English
- (2) Mathematics
- (3) P.E.
- (4) C.D.T.

Applicants should also be able to offer one or more of the following to 'O' level: History, Geography, Chemistry, Biology.

The Academy is an Independent Day School.

Salary: Burnham Scale 1 + 15% + I.L.A.

Further details may be obtained from the Deputy Head, Boys Upper School, The King Fahad Academy, Bromyard Avenue, Acton, London W3 7HD. Phone: 01-743 0121.

THE KING ALFRED SCHOOL, HAMPSTEAD (Est. 1898)

This unusual school (all-age, 4-18; co-educational; non-denominational; national; independent) day; numbers on roll - 450) requires from September, 1986:

1. full-time Chemistry OR Biology teacher; up to O and A levels; with interest in integrated science; in department of 6
2. full-time Pottery teacher, in Art Dept. or 3, running flourishing O and A level Art Course.
3. part-time Maths teacher (approx. 5) to join department of 3 and a part-timer; ability to teach at any level of school required.

In the Lower School (4-10)

4. Class teacher of 7-8 year olds; an interest in Maths would be useful (Lower School is now using the Scottish Primary Mathematics Scheme).

Salaries: Burnham, plus Outer London; scale and point according to qualifications and experience.

Details and application form may be obtained from the Head at the School, North End Road, London NW11 7HY (Phone: 01-455 9601); OR direct applications may be made with letter and c.v. Interviews as soon as possible. Enclose stamped, addressed envelope.

CHESHIRE
THE GRANGE SCHOOL, BARNSTON, Northwich, Cheshire, CW11 2VY
APPOINTMENT
Full-time teacher for September 1986 - an enthusiastic teacher to take responsibility for a year 7 class. The age range 7-11 years. A willingness to participate with letter, and other activities will be essential. Salary paid commensurate with experience and qualifications. Please apply with letter, curriculum vitae, telephone number, names and addresses of two referees, and one S.A.E. to be sent to: The Headmaster, The Grange School, Barnston, Northwich, Cheshire, CW11 2VY. (05258) 185224

KENT

CONVENT OF THE SITTINGSBURGERS
Kent ME10 2JG

Independent Day School for girls (12-18 years) (4-8 years)

Required for September 1986:

1. A part time teacher qualified to teach Physics and Biology to A Level standard.

2. A part time teacher qualified to teach Classical Studies (Latin) to O Level standard.

3. A full time teacher qualified to teach Infants (R.C. preferred).

4. A part time teacher qualified to teach Typing (R.S.A. and Commerce to O Level standard).

ALL POSTS BURNHAM SCALE.

Please apply with C.V. to the Headmistress and names and addresses of two referees, (01644)

LONDON E7
ST. ANGELO'S URSULINE CONVENT SCHOOL
100 High Street, Chesham, Bucks. HP8 1DE

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmistress, giving names and addresses of two referees. (00591) 185224

LONDON N16
Long Established Independent School with a reputation for excellence. Seeking for someone to take responsibility for a year 7 class. The age range 7-11 years. A willingness to participate with letter, and other activities will be essential. Salary paid commensurate with experience and qualifications. Please apply with letter, curriculum vitae, telephone number, names and addresses of two referees, and one S.A.E. to be sent to: The Headmaster, The Grange School, Barnston, Northwich, Cheshire, CW11 2VY. (05258) 185224

LONDON NW1
THE KING ALFRED SCHOOL
Please see also Display Advertisements (15481) 185224

MANCHESTER
MANCHESTER HIGH SCHOOL FOR GIRLS
Grange Road, Manchester M14 6RS (Independent Day School, Founded 1874)

Applications are invited from well qualified primary specialists for a post of class teacher in the Infant School, from September 1986, to coordinate and develop the Infant School. Experience desirable but not essential. Salary commensurate with experience and qualifications. Please apply with letter to the Headmistress, giving names and addresses of two referees. (00527)

MIDDLESEX
HALLIFORD SCHOOL
Russell Road, Shepperton, Middlesex TW17 9HX (An Independent Day School for Boys)

Required for September 1986 a teacher of General Subjects in the lower school years 7-8 (please note subjects of English, Science and History). Salary commensurate with experience and qualifications. Please apply with letter to the Headmaster, giving names and addresses of two referees. (00527)

MIDDLESEX
HALLIFORD SCHOOL
Russell Road, Shepperton, Middlesex TW17 9HX (An Independent Day School for Boys)

Required for September 1986 a teacher of General Subjects in the lower school years 7-8 (please note subjects of English, Science and History). Salary commensurate with experience and qualifications. Please apply with letter to the Headmaster, giving names and addresses of two referees. (00527)

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kilnwood, Nottingham, Notts. (12-18 yrs, co-ed, rural) 3 miles from Nottingham. A teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmistress, giving names and addresses of two referees. (00591) 185224

LONDON
WIMBLEDON COLLEGE PREPARATORY SCHOOL
Wimbledon, London SW20 7JG

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmaster, giving names and addresses of two referees. (00591) 185224

SURREY
BOKLEY SCHOOL
Bokley, Surrey GU24 0JG

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmaster, giving names and addresses of two referees. (00591) 185224

SURREY
FLEXLANDS SCHOOL
Chobham, Surrey GU24 0JG

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmaster, giving names and addresses of two referees. (00591) 185224

SURREY
FLEXLANDS SCHOOL
Chobham, Surrey GU24 0JG

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SURREY
FLEXLANDS SCHOOL
Chobham, Surrey GU24 0JG

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

SURREY
WOLVERHAMPTON SCHOOL
Wolverhampton, Surrey GU24 0JG

Required for September 1986: a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmaster, giving names and addresses of two referees. (00591) 185224

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Wolverhampton, Surrey GU24 0JG

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SURREY
WOLVERHAMPTON SCHOOL
Wolverhampton, Surrey GU24 0JG

By Subject Classification
Art and Design
Heads of Department

RICHMOND
LONDON BOROUGH OF RICHMOND UPON THAMES
NEWLAND HOUSE SCHOOL
Waldegrave Park, Richmond, Surrey TW9 1JG

A co-educational I.A.P.S. day school of 400 pupils. Requires for September 1986 a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmaster, giving names and addresses of two referees. (00591) 185224

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NEWLAND HOUSE SCHOOL
Waldegrave Park, Richmond, Surrey TW9 1JG

A co-educational I.A.P.S. day school of 400 pupils. Requires for September 1986 a teacher of English (12-18 years) and a teacher of Physical Education (12-18 years).

Apply in writing to the Headmaster, giving names and addresses of two referees. (00591) 185224

RICHMOND
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By Subject Classification
Art and Design
Heads of Department

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KENT COLLEGE OF FURTHER EDUCATION

KENT COUNTY COUNCIL EDUCATION COMMITTEE
SOUTH KENT COLLEGE OF TECHNOLOGY
Department of Business Studies
Applications are invited for the post of **LECTURER GRADE II** to teach secretarial courses and be responsible for advanced secretarial courses at the Folkestone branch of the College.
LECTURER GRADE I to teach business studies subjects to a wide range of courses. The ability to offer elements of distribution and/or travel and tourism would be an advantage.
The posts are available from 1st September 1986.
Further details available from The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA or Tel: Folkestone (0303) 56661.
Closing date for applications: Friday, 16th May 1986. (01358) 220026

Candidates will ideally be graduates, chartered accountants, but other suitably qualified persons would be considered.
For further particulars and application form apply to The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA or Tel: Folkestone (0303) 56661.
Closing date for applications: Friday, 16th May 1986. (01358) 220026

ilea Inner London Education Authority

1) Department of Accountancy and Administrative Studies

Required on 1 September 1986
A Senior Lecturer to teach Financial Accounting and one other accountancy related subject to at least Accountancy Foundation level.
An awareness of Information Technology and its implications for accountancy courses will be sought.
The successful candidate at Senior Lecturer level will be professionally qualified and will have experience within the HEFE sector of internally examined courses and will be expected to play a leading role in the development of the department by undertaking appropriate administrative and advisory duties. (Ref T236)

2) Professional Accountancy Studies Department
Required as soon as possible.
Two Senior Lecturers to teach Financial Accounting and allied disciplines to Level 2 of the Syllabus of the Chartered Association of Certified Accountants. Candidates should be professionally qualified. (Ref T236)

Salary scales: Senior Lecturer — £11,950 - £14,046 (Bar) - £15,045
Plus £1038 Inner London Allowance
Forms of application and further details returnable within 14 days from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0DT.
These posts are considered suitable for Job Share applications for Job Share will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (01328)

Applications are invited for the following posts to commence 1st September 1986.
AFAN COLLEGE
Margam, Port Talbot SA13 2AL
(Tertiary College) (Group 4)

Hampshire County Council

Highbury College

GENERAL EDUCATION DEPARTMENT

The following full-time posts are available from 1 September 1986:
LECTURER II DRAMA & STAGE STUDIES LECTURER I
ADULT ACCESS COURSES with Psychology/Sociology
LECTURER I BIOLOGY

Further particulars and application forms from the College Office Extension 225 to whom completed application forms should be returned within a fortnight of the appearance of this advert. (01463)

Cosham, Portsmouth PO6 2SA
Telephone (0705) 383131

CARLISLE TECHNICAL COLLEGE

Applications are invited from qualified teachers of wide experience and proven administrative ability for the following posts:

PRINCIPAL LECTURER IN BUSINESS AND MANAGEMENT STUDIES

To teach Business Environment and Policy to HND level. A qualification in Law/Economics will be considered an advantage.

PRINCIPAL LECTURER IN CONSTRUCTION

To teach a range of subjects to HNC level including Quantity Surveying. Applicants should be qualified to degree and/or professional status.

These vacancies arise due to the appointment of the present holders to positions as Heads of Department in other Colleges.

Salary: £14,013-£15,600 Bar £17,619.
Application forms can be obtained from: The Principal, Carlisle Technical College, Victoria Place, Carlisle CA1 1HS and should be returned by Monday 12th May 1986. (01249)

KENT COUNTY COUNCIL EDUCATION COMMITTEE

KENT COUNTY COUNCIL EDUCATION COMMITTEE
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Department of Business Studies
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Further details available from The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA or Tel: Folkestone (0303) 56661.
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1st September 1986 - 31st August 1987.

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KINGSTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts commencing in September 1986:
LECTURER GRADE II in BIOLOGY Post No. 87.54.27
The successful candidate will be expected to teach their main and allied subjects up to GCE 'A' level and BTEC level III.
Applicants must have a degree or equivalent qualification. Relevant industrial experience and a teaching qualification would be additional advantages.
LECTURER I in PHYSICAL EDUCATION Post No. 87.56.30
Required for September 1986 in the SPORT AND RECREATION SECTION.
Applicants are invited for this full time post to join an established team of three male sports lecturers. Applicants should be graduates, capable of coaching a wide range of activities and be willing to be responsible for some Ladies Team and Aerobics Training. Experience in Outdoor Pursuits, particularly Water Sports, would be an advantage.
Lecturer 1 Salary range: £6,384 - £11,947 plus London Allowance.
Application forms and further details are available from the Principal, Kingston College of Further Education, Kingston upon Thames, Surrey, TW20 0EX and should be returned within 10 days of the appearance of this advertisement. Please enclose a large, stamped addressed envelope and a recent passport size photograph. (0181) 220026

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LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunities Employer
SOUTH FIELDS COLLEGE OF FURTHER EDUCATION
Aylestone Road, Leicester LE1 5JW
SCHOOL OF PRINTING
SENIOR LECTURER IN BOOKBINDING AND PRINT FINISHING
Applications are invited from suitably qualified Bookbinders/Finishers who possess a high degree of knowledge and a wide range of experience in the printing industry. The post also offers opportunities to teach at BTEC level, and on post-experience units.
Salary: Lecturer Grade I £6,384 - £11,947 p.a. (including point dependent pay increase).
Further particulars and application forms available from The Principal, Lincoln College of Technology, 100, Lincoln Road, Leicester LE1 5JW. Tel: (0533) 220026.
Closing date: 15th May 1986.

Applicants are invited from suitably qualified persons with an in-depth knowledge of all Great Reproduction processes.
Experience of teaching a range of courses including Colour, CMYK and BTEC is preferred.
A knowledge of General Photography would be an advantage.
Required from 1st September 1986 to be replaced by a permanent replacement. The successful candidate should be a graduate, capable of coaching a wide range of activities and be willing to be responsible for some Ladies Team and Aerobics Training. Experience in Outdoor Pursuits, particularly Water Sports, would be an advantage.
Lecturer 1 Salary range: £6,384 - £11,947 plus London Allowance.
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W.R. TUBSON COLLEGE
Fulwood, Preston PR2 4UR
1st September 1986 - 31st August 1987.

TEMPORARY LECTURER

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ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

Applications, giving detailed curriculum vitae, enclosing a recent photograph, giving a telephone number, and naming 2 referees (one of whom must be the applicant's present or most recent Head) should reach the Principal, The English Institute, Nicosia, Cyprus, not later than Monday 12th May.

Gabbitas-Thring

Closing date 16th May 1986.

Applications to:
E.P. Mills,
Director Language Department,
ESADE, Av. Pedralbes, 60-62,
08034 Barcelona
(Spain)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

appropriate academic or professional references to: The master, Washington International School, 3100 M Street, NW Washington, 20008 (Tel: 202-264-1800). Interviews may be conducted in London. (12710) 4

County Hall,
Lane, Norwich NR1
be returned by
1986. (11397)

**Hertfordshire
County Council**
An Equal Opportunity Employer

BEYOND THE LINE

A Nuclear Free Zone

VED also needs: builders, engineers, teachers, horticulturists; community & health workers, fishermen ... and many more.

For further information and an application form please contact: The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2982 quoting reference (TBP22

Applications (including home and school telephone numbers) together with the names, addresses and telephone numbers of two referees should be sent to the Headmaster: A. F. Eggleston, O.B.E., M.A. (Oxon), Garden House, Chester Place, Norwich NR2 3DG (telephone 6503 614025), where he will be at 17th and 18th May. Interviewing will be in London on 19th, 20th and 21st May.

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

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tials should submit a re
and references to: The
master, Washington In
tional School, 3100 M
Street, NW Washington
T. 202-264-18

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further details on
an S.E.D. from
Education Officer
County Hall,
Lane, Norwich NR1
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Education Department CAREERS SERVICE



Applications are invited from suitably qualified candidates and careers officers for the following vacancies in this expanding and progressive Service:-

1. 2 SENIOR CAREERS OFFICERS

to work with Special Needs pupils. One of these officers to be based in Brighton and one in Eastbourne. Duties to include guidance to the whole range of young people with special needs.

Scale SO1: £9,975 - £10,636, (currently under review).

2. 3 MAIN GRADE CAREERS OFFICERS

one to be based in Hastings, one in Lewes, and one at a location to be decided.

Scale 4/5: £8,900 - £8,687

Further details and application forms from County Education Officer, (Ref PAC), P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, East Sussex BN7 1SG. (a.s.e. please).

Closing date: May 23rd

ADMINISTRATION - LEA continued

SOUTH TYNESIDE BOROUGH OF SOUTH TYNESIDE EDUCATION DEPARTMENT CAREERS SERVICE
RESEARCH OFFICER £7,950 - £8,687 p.a.
A vacancy for a Careers Officer exists at South Tyneside Careers Office. The post carries a caseload of young people in the Youth Training Scheme, together with the normal range of duties associated with work with employers, unemployed young people etc. Applicants must hold the Diploma in Careers Guidance and applications from students who have completed Part 1 of the professional qualification will be welcomed. Application forms are available from the Chief Personnel and Management Services Officer, Westgate Hall, Westgate House, South Shields (Tel: Tyneside 091-4554958) and should be received by NOON on Friday 16th May 1986. (00356) 480000

Administration General

CROYDON W1 NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES
TEACHER EXCHANGE EVALUATION PROJECT
ASSISTANT RESEARCH OFFICER
Applications are invited for an Assistant Research Officer to work on a project which is evaluating the teacher exchange schemes promoted in the United Kingdom by the Central Bureau for Educational Visits and Exchanges and the League for the Exchange of Commonwealth Teachers. The aims of the project are to assess the benefits of existing schemes, to explore how these benefits might be increased and to evaluate their usefulness as a form of in-service training. The research will involve both questionnaire surveys and a series of case studies conducted in selected schools and LEAs. Applicants should have a good honours degree and sound knowledge of research methods in the social sciences. The person appointed will be expected to be involved in all aspects of the project including preparing and administering questionnaires, interviewing and drafting the final report. The post is available from 1st September and will extend until the end of December 1987. Salary Scale: £6,795 - £9,245 and placement will be according to qualifications and experience. For application form and further particulars please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire, SL1 2DQ. Tel: Slough 74123. Closing date for applications Friday 16th May 1986.

Redbridge London Borough

Professional Assistant Salary SO1/2/PO1 £10,668 - £12,861 Including London Weighting

Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Appropriate car allowance payable.

Application forms and further particulars from the Director of Educational Services, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN or telephone 01 478 3020 Ext 192.

Closing date 12 May 1986.

SHROPSHIRE EDUCATION COMMITTEE

An Equal Opportunity Employer

APPOINTMENT OF GENERAL ADVISER

The post carries general responsibility for a group of schools and a county wide responsibility for English and language development.

Salary: Southbury H.T. Group 9 - £17,133-£18,567.

Application forms and further particulars from the undersigned (send SAE) returnable by 27th May, 1986.

J. Boyers, Esq.,
County Education Officer,
Education Department,
Shirehall,
Shrewsbury SY2 6ND

INTENSIVE INTERVIEWING - EARN £600 Four weeks from 18th August 1986

Graduates (age immaterial) required for temporary appointments as

COLLEGE REGISTRARS

near the British Museum. The work is interviewing and advising prospective entrants to 'A' level courses. You will need to be literate, confident, articulate, presentable, efficient and adaptable. Selection interview in London by appointment.

Please write by the 30th May with full CV, names and addresses of two referees, and full length photo: Mr Alan Amos, Assistant Principal, Davies College, 66 Southampton Row, LONDON WC1B 4BY.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Teacher Exchange Evaluation Project Assistant Research Officer

Applications are invited for an Assistant Research Officer to work on a project which is evaluating the teacher exchange schemes promoted in the United Kingdom by the Central Bureau for Educational Visits and Exchanges and the League for the Exchange of Commonwealth Teachers. The aims of the project are to assess the benefits of existing schemes, to explore how these benefits might be increased and to evaluate their usefulness as a form of in-service training. The research will involve both questionnaire surveys and a series of case studies conducted in selected schools and LEAs.

Applicants should have a good honours degree and sound knowledge of research methods in the social sciences. The person appointed will be expected to be involved in all aspects of the project including preparing and administering questionnaires, interviewing and drafting the final report.

The post is available from 1st September and will extend until the end of December 1987. Salary Scale: £6,795 - £9,245 and placement will be according to qualifications and experience.

For application form and further particulars please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire, SL1 2DQ. Tel: Slough 74123. Closing date for applications Friday 16th May 1986.

NORTHERN IRELAND WESTERN EDUCATION AND LIBRARY BOARD

The Board's Education Department has been recently re-organised and is involved in a range of curricular initiatives at local, regional and national levels. Applications are invited for the following posts from suitably qualified and experienced candidates:

PRIMARY ADVISER (Ref T/36)

Salary Scale - £17,133-£18,567 per annum
Candidates should have substantial and relevant teaching experience at a senior level and demonstrate a knowledge of current thinking and practice in primary education. Primary head teacher experience will be an advantage. The successful candidate will contribute to an expanding programme of curriculum development with a specific focus on the dissemination of the NICE Primary Guidelines. This post has been advertised previously.

EDUCATION OFFICER (Ref T/37)

Salary Scale - £16,908-£17,973 per annum
This is a new post arising from the transfer of responsibility for the education of mentally handicapped children to Education and Library Boards and the new legislation for the education of children with special educational needs. The post offers professional and administrative opportunities, working closely with the Principal Psychologist in the mutual development of support for pupils with special educational needs in ordinary and special schools. Substantial experience in a senior post in schools or other sectors of education is essential.

Application forms and job descriptions for the above posts are available from the Personnel Officer, headquarters Office, Hospital Road, Omagh, Co Tyrone returnable by NOON on Monday, 19 May 1986. Please quote the reference number in any correspondence relating to these posts.

"INTEGRATED ADULT EDUCATION FOR PEOPLE WITH A MENTAL HANDICAP..."

A DEVELOPMENT OFFICER

is required to promote Integrated Adult Education for school leavers, people leaving long-stay hospitals and others within the community. Experience of working with adults with a learning difficulty (mental handicap) necessary.

This post can be considered for job-sharing and applicants should feel able to undertake liaison and administrative work.

Salary: £10,785.60 Pro Rata, including London Weighting.

Funded by the London Boroughs Grants Scheme for 1 Year in the first instance.

Contact: Ms Chris McNally, MENCAP London Division, 115 Golden Lane, London EC1Y 0TJ. Tel: 250 4165.

MENCAP is an Equal Opportunities Employer.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Parental Involvement in Children's Schooling 2 Research Officers

Applications are invited for two posts as Research Officers on the Parental Involvement in Children's Schooling Project. The persons appointed will work as a team with a Senior Research Officer to investigate the variety of initiatives that have been established to increase the involvement of parents in their children's education. The research will be conducted through questionnaires and research will be comprised two phases. The first will seek to identify, describe and classify the range of schemes in operation and the second will involve a detailed evaluation of a selection of representative schemes.

Applicants should have a good honours degree in a relevant subject, sound knowledge of research methods in the social sciences and the ability to write for publication. Experience in one or more of the following areas would be valuable: carrying out and writing up case study research, conducting questionnaire surveys and interviewing teachers, parents and pupils.

One post will be available from 1st July 1986 and the other from 1st September 1986, and both will run until 31st May 1988.

The Salary Scale is from £9,000 - £11,275 and placement will be according to qualifications and experience.

For application forms and further particulars, please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berks SL1 2DQ. Tel: Slough 74123. Closing date for applications is Friday, 18th May, 1986, and interviews will be held on Monday, 2nd June, 1986.

Educational Psychologists

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
EDUCATIONAL
PSYCHOLOGISTS (£11,565 - £16,254)

Applications are invited from candidates with a 1st or 2nd class Honours Degree in Psychology (or equivalent), a minimum of four years experience as a qualified teacher and a non-graduate qualification in Educational Psychology for the following posts:

1. Temporary Educational Psychologist: Required immediately until 31.8.87.

These posts offer opportunities within a developing service for project work and development, as well as assessment and intervention associated with individual and school based work. Applications from candidates completing their training this summer as well as experienced psychologists will be welcome. Part-time or seasonal work arrangements will be considered in the area of informal enquiries should be directed to Mr M.A. Sumner, Principal Educational Psychologist, (Tel: Sunderland 655560).

Application forms and further details (a.s.e.) from the Director of Education, Box 101, Town Hall and Civic Centre, Sunderland SR1 7DN to be received by 15th May 1986. (01555) 660000

Examiners

EAST ANGLIAN EXAMINATIONS BOARD

Applications are invited for the following posts which relate to an examination in the year indicated.

1987
Chief Examiner German CSE level (Oral and Written).

Further details of this post are available from The Secretary, East Anglian Examinations Board, The Linden Lodge, Road, Colchester, CO3 5SL. (Tel: 0206 549455).

Closing date for applications 15th May 1986. 600000 (12597)

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of EXAMINER in MODERATOR for HUMAN BIOLOGY for the ADVANCED LEVEL for the 1988 examinations.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and some examining experience.

Further information and application forms may be obtained from The Secretary General (A11), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU1 2JX to whom completed forms should be returned no later than 15th May 1986. 600000 (01252)

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of MODERATOR for BUSINESS for the ADVANCED LEVEL for the 1988 examinations.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and some examining experience.

Further information and application forms may be obtained from The Secretary General (A11), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU1 2JX to whom completed forms should be returned no later than 23rd May 1986. 600000 (01522)

Miscellaneous

A SALES CAREER with Sun Life of Canada offering an interesting and rewarding future, combining security and training. Unlimited prospects and executive income. Between 24 and 48, can be employed in the area of their choice. (phone 01-550 5490, Ext. 27 or write Mr R.J. Colley, 97 Colchester Road, London SW1V 5JY. 660000 (0813)

STAFF REQUIRED during August for children's activity day centre in Hilden & Twickenham areas. Salary £60 p.w. with pension. Details on request. (00507) 660000

ALTERNATIVES FOR EMPLOYMENT
Opportunities in Radio, TV, Publishing, etc. All three 25, £1.95 each. All three 25, £2.95 each. All three 25, £4.95 each. All three 25, £7.95 each. All three 25, £10.95 each. All three 25, £13.95 each. All three 25, £16.95 each. All three 25, £19.95 each. All three 25, £22.95 each. All three 25, £25.95 each. All three 25, £28.95 each. All three 25, £31.95 each. All three 25, £34.95 each. All three 25, £37.95 each. All three 25, £40.95 each. All three 25, £43.95 each. All three 25, £46.95 each. All three 25, £49.95 each. All three 25, £52.95 each. All three 25, £55.95 each. All three 25, £58.95 each. All three 25, £61.95 each. All three 25, £64.95 each. All three 25, £67.95 each. All three 25, £70.95 each. All three 25, £73.95 each. All three 25, £76.95 each. All three 25, £79.95 each. All three 25, £82.95 each. All three 25, £85.95 each. All three 25, £88.95 each. All three 25, £91.95 each. All three 25, £94.95 each. All three 25, £97.95 each. All three 25, £100.95 each. 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MISCELLANEOUS

continued

WARWICKSHIRE

RETURN TO LEARN PROGRAMME HELPERS
Salary £5,885 per annum

MERTON
LONDON BOROUGH OF
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
EDUCATION CENTRE
288 London Road, Mitcham,
Surrey. Tel: 01-640 4885 or 01-685 1884

Manager, David Dunne
Merton Care and Education
Centres is jointly funded by the
Education and Personal Services
Departments. We are
looking for a qualified teacher to
fill a vacancy caused by
secondment. The appointment
will be to the end of the Spring
Term 1987 with the possibility of
extension.
The successful applicant will
join a multi-disciplinary team
working with disruptive pupils
from the Borough's High
Schools and young offenders.
We would like to fill this
vacancy as soon as possible so
if you are interested in working
with a challenging group of
young people please telephone
the Manager, David Dunne on
01-640 4885. Closing date: 16th May,
1986.
Application forms can be
obtained from the Manager at
the above number. Please enclose
a stamped addressed envelope.
(01313) 660000

Warwickshire is an equal
opportunities employer
(01783)

LONDON W1

**BUSINESS SKILLS AND
PERSONAL
DEVELOPMENT**

Required from Autumn
1986. A quick-witted,
adaptable person of vision
with commercial experience
to guide young people
businessmen and women
into the world of business.
The two existing centres
are at Acton and Ealing.
Nursing was established
in 1981 and has proved so
successful that the scheme
is to be expanded into the
Barnet and Hendon areas.
Applications are invited
from suitably qualified
and experienced people
for the posts of PRO-
GRAMME MANAGER at each
of the new centres. The
holders will form part of a
team, which includes con-
tributions from North War-
wickshire College and the
Youth and Careers Services
and they will assist the
Team Leaders (Senior
Grades 1) in developing re-
levant training and educa-
tional opportunities for
employed young people. A
knowledge of a practical
skill such as typing, con-
sistency, craft, car maintenance,
etc., would be an advantage.
Application details and ap-
plication forms available
from the Northern Area
Education Support Office,
Blackburn House, Bondgate,
Ealing, London W5 4DQ (01-835 4410).
Closing date 14th May.

Please send C.V. and
photograph to The Principal,
David's Mayfair School of
Management Training Centre,
Charles Street, Grosvenor
Square, London W1X 7BP.
(01214) 660000

NORTHAMPTONSHIRE

**EDUCATION
DEPARTMENT**

**SENIOR PORTAGE
WORKER (3 YEARS)**

Salary £9,285 - £19,945

Required as soon as
possible, an experienced
and enthusiastic person
with appropriate qualifi-
cations to organise and
manage a portage service
for children with special
needs. This three year
contract will involve the
applicant in the develop-
ment, organisation and
management of the service.
Some places still available.
Enquiries: Lyn Rowe,
Rear House, 181A
High Street, Northampton
NN1 4BP. Tel: 047 860 466.
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